

COMMONWEALTH of VIRGINIA

Board of Education Agenda



Date of Meeting: July 27, 2005 **Time:** As Shown

Location: Conference Rooms D & E, James Monroe State Office Building
101 North 14th Street, Richmond, Virginia

9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the June 22, 2005, Meeting of the Board

Public Comment

Action/Discussion on Board of Education Regulations

- A. First Review of Proposed *Regulations Governing the Process for Submitting Proposals to Consolidate School Divisions* (HB 978, 2004 Session)
- B. First Review of Proposed Revisions to the *Regulations Governing the Licensure of School Personnel* (8 VAC 20-21-10 et seq.)

Action/Discussion Items

- C. Final Review of a Recommendation from the Advisory Board on Teacher Education and Licensure (ABTEL) to Establish a Cut-Score on the Virginia Reading Assessment, Effective July 1, 2006
- D. First Review of Appointments to the Advisory Board on Teacher Education and Licensure (ABTEL), July 1, 2005 to June 30, 2008
- E. First Review of Proposed Legislation Related to the Recommendation of the Special Committee of the Board of Education to Study and Make Recommendations Relative to Teacher Licensure Assessments
- F. First Review of a Request for Approval of an Alternative Accreditation Plan from the Greenville County Public School
- G. First Review of a Request for Approval of an Alternative Accreditation Plan from the Hampton City Public Schools

Action/Discussion Items (continued)

- H. First Review of Proposal to Enact Special Provision in Section 8 VAC 20-131-340.B Related to the Use of Test Scores in Calculating Accreditation Ratings for 2005-2006 School Year
- I. First Review of Additions to the Board-Approved List of Instructional Models/Programs that Include Instructional Methods to Satisfy Provisions in *Regulations Establishing Accrediting Standards for Public Schools in Virginia*
- J. Final Review of Eligibility Criteria for Cost-Saving and Service-Sharing Agreements Between School Divisions in the Commonwealth of Virginia
- K. First Review of Proposals Submitted Under the Public-Private Education Facilities and Infrastructure Act (PPEA) for the Consolidation of the Virginia Schools for the Deaf and the Blind (VSDB)
- L. Final Review of Proposed Board of Education Meeting Dates for the 2006 Calendar Year

Reports

- M. Report on Findings of the School-Level Academic Review Process for 2004-2005
- N. Report on the *No Child Left Behind Act* Cost Study Methodology (HB 2602 and SB 1136, 2005 General Assembly)
- O. Report from the Board of Education's Charter School Application Review Committee on a Proposed Public Charter School

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

EXECUTIVE SESSION

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, July 26, 2005. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, executive assistant for board relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: A.

Date: July 27, 2005

Topic: First Review of Proposed Regulations Governing the Process for Submitting Proposals to Consolidate School Divisions (HB 978, 2004 Session)

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by
☒ State or federal law or regulation
☐ Board of Education regulation
☐ Other: _____

☒ Action requested at this meeting

☐ Action requested at future meeting: _____

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action
date October 28, 2004
action Approved Notice of Intended Regulatory Action (NOIRA)

Background Information: Chapter 917, 2004 Acts of Assembly, directs the Board of Education to promulgate regulations providing for a process by which school divisions may submit proposals for consolidation. A new regulation must be promulgated to comply with the terms of Chapter 917. HB 978 amended § 22.1-25 of the Code to add the following language:

“...Consistent with its authority pursuant to Article VIII, Section 5 of the Constitution of Virginia to designate school divisions in the Commonwealth of such geographic size and school-age population as will best promote the realization of the standards of quality, the Board shall promulgate regulations consistent with the provisions of this section that provide for a process whereby school divisions may submit proposals for the consolidation of school divisions. Such regulations shall provide for, among other things, a public notice and hearing process to be conducted by the applicant school divisions.

School divisions submitting proposals for consolidation shall include such information and data as may be required by the Board, including (i) the criteria set forth in subsection C; (ii) evidence of the cost savings to be realized by such consolidation; (iii) a plan for the transfer of title to school board property to the resulting combined school board governing the consolidated division; (iv) procedures and a schedule for the proposed consolidation, including completion of current division superintendent and school board member terms; (v) a plan for proportional school board representation of the localities comprising the new school division, including details regarding the appointment or election processes currently ensuring such representation and other information as may be necessary to evidence compliance with federal and state laws governing voting rights; and (vi) evidence of local support for the proposed consolidation.

For five years following completion of such consolidation, the computation of the state and local share for an educational program meeting the standards of quality for school divisions resulting from consolidations approved pursuant to this subsection shall be the lower composite index of local ability-to-pay of the applicant school divisions, as provided in the appropriation act.”

Summary of Major Elements: The proposed regulations include the following provisions, as required by § 22.1-25:

- A public notice and hearing process to be conducted by the school divisions;
- Consideration of the criteria the following criteria specified in § 22.1-25 of the Code of Virginia:
 1. The school-age population of the school divisions;
 2. The potential of the proposed school division to offer a comprehensive program for kindergarten through grade 12 at the level of the established standards of quality;
 3. The potential of the proposed school division to promote efficiency in the use of school facilities, and school personnel, and economy in operation;
 4. Anticipated increase or decrease in the number of children of school age in the proposed school division;
 5. Geographical area and topographical features as they relate to transportation facilities to provide for reasonable access by students to school facilities; and
 6. The ability of each existing school division to meet the standards of quality with its own resources and facilities, or in cooperation with another school division or divisions if arrangements for such cooperation have been made.
- Components of proposals for consolidation as specified by § 22.1-25 of the Code of Virginia:
 1. Evidence of the cost savings to be realized by such consolidation;
 2. A plan for the transfer of title to school board property to the resulting combined school board governing the consolidated division;
 3. Procedures and a schedule for the proposed consolidation, including completion of current division superintendent and school board member terms;

4. A plan for proportional school board representation of the localities comprising the new school division, including details regarding the appointment or election processes currently ensuring such representation and other information as may be necessary to evidence compliance with federal and state laws governing voting rights; and
5. Evidence of local support for the proposed consolidation.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act.

Impact on Resources: The impact on resources of the development and implementation of these regulations is not expected to be significant. However, the regulations are required by § 22.1-25 to provide for an incentive for the consolidation of school divisions by providing for the adjustment of the composite index of local ability to pay, as provided in the appropriation act. If school divisions choose to take advantage of this provision, there would be an increase in general fund costs, and a corresponding decrease in local costs for the applicable school division.

Timetable for Further Review/Action: The timetable for further review/action will be largely determined by the requirements of the APA and scheduling constraints that may arise during the process.

**PROPOSED REGULATIONS GOVERNING THE PROCESS FOR
SUBMITTING PROPOSALS TO CONSOLIDATE SCHOOL DIVISIONS
(8 VAC 20-710-10 et seq.)**

8 VAC 20-710-10 Statutory authority.

- A. The Constitution of Virginia, Article VIII, Section 5, authorizes the Board of Education to designate school divisions in the Commonwealth of such geographic size and school-age population as will best promote the realization of the standards of quality.
- B. The Code of Virginia, § 22.1-25, requires the Board of Education to promulgate regulations consistent with that section that provide for a process whereby school divisions may submit proposals for the consolidation of school divisions.

8 VAC 20-710-20 Definitions.

The following words and terms when used in this chapter shall have the following meanings, unless the context clearly indicates otherwise:

“Board” or “State Board” means the Board of Education.

“Governing body” or “local governing body” means the board of supervisors of a county, council of a city, or council of a town, responsible for appropriating funds for such locality, as the context may require.

“School board” means the school board that governs a school division.

8 VAC 20-710-30 Administration.

- A. The school divisions as they existed on July 1, 1978, shall be and remain the school divisions of the Commonwealth until further action of the Board of Education taken in accordance with the provisions of these regulations and § 22.1-25 of the Code of Virginia.
- B. No school division shall be consolidated without the consent of the school board and the governing body of the county or city affected or, if a town comprises the school division, of the town council.
- C. Notice of any change in the composition of a school division proposed by the Board of Education shall be given by the Superintendent of Public Instruction, on or before January 1 of the year in which the composition of such school division is to be changed, to the clerks of the school board and of the governing body involved and to each member of the General Assembly.

D. The Board of Education shall consider the following criteria in determining appropriate school divisions:

1. The school-age population of the school division proposed to be divided or consolidated;
2. The potential of the proposed school division to facilitate the offering of a comprehensive program for kindergarten through grade 12 at the level of the established standards of quality;
3. The potential of the proposed school division to promote efficiency in the use of school facilities and school personnel and economy in operation;
4. Anticipated increase or decrease in the number of children of school age in the proposed school division;
5. Geographical area and topographical features as they relate to existing or available transportation facilities designed to render reasonable access by pupils to existing or contemplated school facilities; and
6. The ability of each existing school division to meet the standards of quality with its own resources and facilities or in cooperation with another school division or divisions if arrangements for such cooperation have been made.

8 VAC 20-710-40 Consolidation process.

A. Local school divisions requesting to be consolidated shall submit a proposal to the Board of Education by September 1 of the year prior to the year they wish to consolidate.

B. Each proposal for consolidation shall include the following information and data:

1. The criteria set forth in 8 VAC 20-710-30 D;
2. Evidence of the cost savings to be realized by the consolidation;
3. A plan for the transfer of title to school board property to the resulting combined school board governing the consolidated division;
4. Procedures and a schedule for the proposed consolidation, including completion of current division superintendent and school board member terms;
5. A plan for proportional school board representation of the localities comprising the new school division, including details regarding the appointment or election processes currently ensuring such representation and other information as may be necessary to evidence compliance with federal and state laws governing voting rights;
6. Evidence of local support for the proposed consolidation;
7. A plan for maintaining and/or combining schools;
8. A plan to continue meeting the standards of accreditation; and
9. Documentation that both governing bodies and both school boards consent to the proposed consolidation.

C. Prior to the adoption of any plan to consolidate school divisions, each school division involved in the consolidation shall:

1. Post such plan on the division's Internet Web site;
2. Make a hard copy of the plan available for public inspection and copying; and
3. Conduct at least one public hearing to solicit public comment on the consolidation plan.

Board of Education Agenda Item

Item: _____ B. _____

Date: _____ July 27, 2005 _____

Topic: First Review of Proposed Revisions to the Regulations Governing the Licensure of School Personnel (8 VAC20-22-20 et seq.)

Presenter: Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: 804/371-2522

E-Mail Address: Thomas.Elliott@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The *Code of Virginia* requires that the Board of Education prescribe the requirements for licensure of teachers by regulation. The last comprehensive review of the licensure regulations was conducted in the mid-1990s with regulations becoming effective July 1, 1998. The regulations need to be revised based on federal and state legislation, as well as to address recommendations to change requirements for licensure.

Summary of Major Elements:

Attached are the proposed revisions to the *Regulations Governing the Licensure of School Personnel* and a summary of the major revisions. Due to the number of revisions in the document, the current regulations will be repealed, and new regulations will be promulgated by the Board of Education.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the proposed revisions to the *Regulations Governing the Licensure of School Personnel* and authorize the continuation of the Administrative Process Act (APA), including the 60-day public comment period.

Impact on Resources: N/A

Timetable for Further Review/Action:

The proposed regulations will be subject to the timelines established in the Administrative Process Act.

PROPOSED REVISIONS TO THE REGULATIONS GOVERNING THE LICENSURE OF INSTRUCTIONAL PERSONNEL (8 VAC20-22-20 et seq.)

Below are the substantive and technical changes to be incorporated in the new regulations:

Competencies

- The competencies in the 1998 regulations are proposed to be moved to the *Regulations Governing the Review and Approval of Education Programs in Virginia*. The competencies are referenced in the *Regulations Governing the Licensure of Instructional Personnel*.

8VAC20-22-10. Definitions.

- Definitions of new license types are incorporated in this section.

8VAC20-22-20. Administering the regulations.

- The reference to the modification of college and university programs is proposed to be moved to the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

8VAC20-22-30. Purpose and responsibility for licensure.

- No changes are proposed.

8VAC20-22-40. Conditions for licensure.

- Individuals must complete the professional teacher's assessments within one full school year of the contractual date of employment.
- The number of years of teaching experience to exempt an individual from all professional teacher's assessments has been increased from two to three years, and individuals also must hold a valid out-of-state license (full credential with no deficiencies) to be exempted. [Current regulations require two years of teaching experience and no out-of-state license.]
- Individuals seeking initial licensure must demonstrate proficiency in the use of educational technology for instruction, complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services, and receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments.

8VAC20-22-50. Types of licenses; dating of licenses.

- The names of licenses offered are as follows. The Eligibility License and Special Education Conditional License will be incorporated under the Provisional License.

Provisional License

Collegiate Professional License

Postgraduate Professional License

Technical Professional License

Pupil Personnel Services License

Division Superintendent License

International Educator License (new license type)

- The current regulations state that all licenses will be effective from July 1 in the school year when application is made. The proposed regulations recommend the following revision that will require that assessment requirements be completed during the first year of employment:

All licenses will be effective from July 1 in the school year in which the application is made except for the Provisional License when an individual needs to meet assessment requirements prescribed by the Board of Education. The Provisional License, with the exception of individuals in a career switcher program, will be dated one year from the contractual date of employment in a Virginia public or accredited nonpublic school if the individual has not met testing requirements prescribed by the Board of Education. A Virginia employing education division or agency is required to notify employees in writing at the time of employment of the need to meet appropriate assessment requirements for licensure within a year from the contractual date of employment.

8VAC20-22-60. Designations on Licenses for Career Paths to Teaching

- This section of the regulations will establish the following designations on licenses to reflect stages in the professional development of teachers and promote continuing growth and career paths as educators. Criteria and implementation of procedures will be set forth by the Virginia Department of Education. These designations will not apply to the Division Superintendent License or the Pupil Personnel Services License.
 1. **Career Teacher:** This teacher designation will be issued on a renewable teaching license for individuals who have gained continuing contract status in Virginia.
 2. **Mentor Teacher:** This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; received a recommendation for the designation from an employing Virginia school division superintendent or designee or accredited nonpublic school

head; served at least three years as a mentor teacher in Virginia; documented responsibilities as a mentor; and completed a local or state mentor teacher training program in accordance with the Board of Education requirements for mentor teachers.

3. **Teacher as Leader:** This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; and completed one of the following:
 - a. National Board Certification or a nationally recognized certification program approved by the Board of Education and demonstrated skills and abilities as a school leader as verified by a Virginia school division superintendent or designee or accredited nonpublic school head; or
 - b. a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement.

8VAC20-22-70. Additional endorsements.

- An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. This testing option does not apply to individuals who are seeking an early/primary prek-3 or elementary education prek-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, or division superintendent license.

8VAC20-22-80. Deletion of an endorsement.

- No changes are proposed.

8VAC20-22-90. Alternate routes to licensure.

- Individuals seeking initial licensure through an alternate route may substitute experiential learning in lieu of coursework in accordance with criteria and procedures established by the Board of Education.

8VAC20-22-100. Conditions for licensure for out-of-state candidates by reciprocity.

- Licensure by reciprocity is provided for individuals who have obtained a valid out-of-state license (full credential without deficiencies) that is in force at the time the

application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. An assessment of basic skills as provided in Section 22.1-298 of the *Code of Virginia* and service requirements shall not be imposed for these licensed individuals; however, other licensure assessments as prescribed by the Board of Education shall be required.

- The number of years of teaching experience to exempt an individual from all professional teacher's assessments has been increased from two to three years, and individuals also must hold a valid out-of-state license (full credential with no deficiencies) to be exempted. [Current regulations require two years of teaching experience and no out-of-state license.]

8VAC20-22-110. Requirements for renewing a license.

- Renewal activities must be based on an individualized professional development plan that includes ongoing, sustained, and high-quality professional development.
- Definitions of the renewal options have been incorporated in the regulations.
- Peer observation and educational travel have been eliminated as renewal options.

8VAC20-22-120. Early/primary education, elementary education, and middle education endorsements.

- No revisions are proposed.

8VAC20-22-130. Professional studies requirements.

- Proposed course work in professional studies is as follows: three-semester-hours in human growth and development, three-semester-hours in curriculum and instructional procedures, three semester hours in instructional design based on assessment data, three semester hours in classroom management, and six semester hours in reading. The professional studies requirements may be taught in integrated course work or modules.
- The number of hours of student teaching is proposed to be increased from 300 to 500 clock hours (including pre- and post clinical experiences).

8VAC20-22-140. Early/primary education preK-3.

- Additional computer technology course work will not be required because teachers are required by the *Code of Virginia* to meet the Technology Standards for Instructional Personnel as established by the Board of Education.

8VAC20-22-150. Elementary education preK-6.

- Additional computer technology course work will not be required because teachers are required by the *Code of Virginia* to meet the Technology Standards for Instructional Personnel as established by the Board of Education.

8VAC20-22-160. Middle education 6-8.

- The middle education 6-8 endorsement may be issued in at least one area of concentration. [Currently, two areas of concentration are required.]

8VAC20-22-170. PreK-12 endorsements, special education, secondary grades 6-12 endorsements, and adult education.

- No revisions are proposed.

8VAC20-22-180. Professional studies requirements.

- Proposed course work in professional studies is as follows: three-semester-hours in human growth and development, three-semester-hours in curriculum and instructional procedures, three semester hours in instructional design based on assessment data, three semester hours in classroom management, and three semester hours in reading (for adult education, prek-12, and secondary grades 6-12) and six semester hours (for special education). The professional studies requirements may be taught in integrated course work or modules.
- The number of hours of student teaching is proposed to be increased from 300 to 500 clock hours (including pre- and post clinical experiences).

8VAC20-22-190. Adult education.

- No revisions are proposed.

8VAC20-22-200. Adult English as a second language (add-on endorsement).

- No revisions are proposed.

8VAC20-22-210. Career and technical education--agricultural education.

- The name of the endorsement is proposed to be changed from Vocational education--agricultural education to Career and technical education--agricultural education.

8VAC20-22-220. Career and technical education--business and information technology.

- The name of the endorsement is proposed to be changed from Vocational education-business education to Career and technical education -- business and information technology.
- Endorsement requirements are proposed to be changed to reflect contemporary business terminology.

8VAC20-22-230. Career and technical education--family and consumer sciences.

- The name of the endorsement is proposed to be changed from Vocational education-work and family studies to Career and technical education--family and consumer sciences.

8VAC20-22-240. Career and technical education--health and medical sciences.

- The name of the endorsement is proposed to be changed from Vocational education-health occupations education to Career and technical education--health and medical sciences.

8VAC20-22-250. Career and technical education--industrial cooperative training (add-on endorsement).

- The name of the endorsement is proposed to be changed from Vocational education-industrial cooperative training to Career and technical education--industrial cooperative training.

8VAC20-22-260. Career and technical education--marketing education.

- The name of the endorsement is proposed to be changed from Vocational education-marketing education to Career and technical education--marketing education.

8VAC20-22-270. Career and technical education--technology education.

- The name of the endorsement is proposed to be changed from Vocational education-technology education to Career and technical education-technology education.

8VAC20-22-280. Career and technical education--trade and industrial education.

- The name of the endorsement is proposed to be changed from Vocational education-trade and industrial education to Career and technical education-trade and industrial education.

8VAC20-22-290. Career and technical education--vocational special needs (add-on endorsement).

- The name of the endorsement is proposed to be changed from Vocational education-vocational special needs to Career and technical education-vocational special needs.

8VAC20-22-300. Computer science.

- No revisions are proposed.

8VAC20-22-310. Dance arts prek-12.

- The name of the endorsement is proposed to be changed from Dance prek-12 to Dance arts prek-12.

8VAC20-22-320. Driver education (add-on endorsement).

- The number of minimum hours of in-car instruction is proposed to be changed from 20 to 14 hours of actual behind-the-wheel supervised teaching experience and 2 hours of basic evasive maneuvers is proposed to be added.

8VAC20-22-330. English.

- The descriptor for the advanced composition course is proposed to be changed from “expository and technical writing” to “expository and informational writing.”

8VAC20-22-340. English as a second language preK-12.

- Currently six semester hours of electives are required for the endorsement. A revision is proposed to change the electives to 3 semester hours and designate the additional 3 semester hours to be taken in the teaching of reading.
- The following descriptor for the teaching of reading requirements is proposed to be added:

Teaching of reading (the courses must include the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension as well as the similarities and differences between reading in a first language and reading in a second language; one course must address reading instruction to English language learners): 6 semester hours;

8VAC20-22-350. Foreign language preK-12.

- Native speakers or candidates who have learned a foreign language without formal academic credit in a college or university will have the option of achieving a

qualifying score on a foreign language assessment in the appropriate language as prescribed by the Board of Education.

Foreign language preK-12--Latin.

- No revisions are proposed.

Foreign language preK-12--American Sign Language.

- Native speakers or candidates who have learned American Sign Language without formal academic credit in a college or university will have the option of demonstrating proficiency by completing requirements of an assessment in American Sign Language prescribed by the Board of Education.

8VAC20-22-360. Gifted education (add-on endorsement).

- No revisions are proposed.

8VAC20-22-370. Health and physical education preK-12.

- The human anatomy, physiology, and kinesiology requirement is proposed to be changed from 12 semester hours to 9-12 semester hours. The health methods requirement is proposed to be changed from 6 semester hours to 3 semester hours. The health and physical education electives requirement is proposed to be changed to 3-6 semester hours from 6 semester hours.

8VAC20-22-380. History and social sciences.

- The following requirements are proposed for the history and social sciences endorsement:

Completed 42 semester hours of course work distributed in the following areas:

History: a major in history or 18 semester hours in history (must include course work in American history, Virginia history, and world history);

Political science: 12 semester hours in political science to include course work in American government (state and local government);

Geography: 6 semester hours; and

Economics: 6 semester hours.

8VAC20-22-390. Journalism (add-on endorsement).

- No revisions are proposed.

8VAC20-22-400. Keyboarding (add-on endorsement).

- The following underlined language is proposed to be added as a descriptor to the six semester hours in keyboarding requirement as follows:

Completion of 6 semester hours in keyboarding. Three of the hours must be from formal keyboarding instruction (or documented demonstrated mastery of the touch keyboarding skill), and three hours must include document formatting skills/word processing/computer applications).

8VAC20-22-410. Library media preK-12.

- No revisions are proposed.

8VAC20-22-420. Mathematics.

- The following underlined language is proposed to be added to the descriptor for the algebra requirement:

Algebra --Experience shall include linear (matrices, vectors, and linear transformations) and abstract algebra (ring, group, and field theory). [A college or university may integrate the competencies within specified coursework and document the completion of these competencies];

8VAC20-22-430. Mathematics--Algebra I (add-on endorsement).

- Probability and statistics are required for the Algebra I endorsement.

8VAC20-22-440. Music education--instrumental preK-12.

- No revisions are proposed.

8VAC20-22-450. Music education--vocal/choral preK-12.

- No revisions are proposed.

8VAC20-22-460. Science--biology.

- No revisions are proposed.

8VAC20-22-470. Science--chemistry.

- No revisions are proposed.

8VAC20-22-480. Science--Earth science.

- Environmental science is proposed to be added as a major so that individuals with a major in environmental science can complete at least one course in each of the following: oceanography, meteorology, and astronomy and meet the endorsement requirements.

8VAC20-22-490. Science--physics.

- No revisions are proposed.

8VAC20-22-500. Special education early childhood (birth-age 5).

- The following underlined language is proposed to further describe the requirements: foundations and legal aspects of special education, assessment techniques for young children with disabling and at-risk condition

8VAC20-22-510. Special education hearing impairments preK-12.

- No revisions are proposed.

8VAC250-22-520. Special education – adapted curriculum K-12. and

8VAC20-22-530. Special education – general curriculum K-12.

- The endorsements of special education-specific learning disabilities, special education-mental retardation, special education-emotional disturbances, and special education-severe disabilities are proposed to be eliminated. Endorsements in special education-adapted curriculum and special education-general curriculum are proposed to be established.

8 VAC 20-22-540. Special Education: Speech-language pathology assistant preK-12.

- The speech-language pathology assistant endorsement is proposed to be established.

8VAC20-22-550. Special education visual impairments preK-12.

- No revisions are proposed.

8VAC20-22-560. Speech communication (add-on endorsement).

- No revisions are proposed.

8VAC20-22-570. Theatre arts preK-12.

- The descriptor for the requirement of “theatre history” is proposed to be changed to “cultural context and theatre history.”

8VAC20-22-580. Visual arts preK-12.

- The name of the endorsement is proposed to be changed from Art preK-12 to Visual arts preK-12.
- The requirement of the “History of art, aesthetics, and criticism” is proposed to be changed to “Cultural context and art history, judgment and criticism, and aesthetics.”

8VAC20-22-590. Administration and supervision preK-12.

- Two levels are proposed for the administration and supervision preK-12 endorsement. Level I is required to serve as a building-level administrator or central office supervisor, and Level II is an optional endorsement to which an experienced building-level administrator may aspire.
- Three options are proposed to become eligible for the administration and supervision endorsement:
 1. Approved program route to Level I administration and supervision preK-12 endorsement.
 2. Alternate route to Level I administration and supervision preK-12 endorsement. and
 3. Out-of-state administration and supervision license.
- A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in an accredited school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the candidate must meet two or more of criteria listed in the regulations as specified by the Board of Education.

8VAC20-22-600. Division Superintendent License.

- No revisions are proposed.

VAC 20-22-610. Mathematics specialist for elementary and middle education.

- The mathematics specialist is proposed as a new endorsement.

8VAC20-22-620. Reading specialist.

- No revisions are proposed.

8VAC20-22-630. School counselor preK-12.

- No revisions are proposed.

8VAC20-22-640. School Manager.

- The school manager endorsement is proposed as a new endorsement.

8VAC20-22-650. School psychology.

- No revisions are proposed.

8VAC20-22-660. School social worker.

- No revisions are proposed for the school social worker endorsement. Please note that the visiting teacher endorsement is proposed to be discontinued.

8VAC20-22-670. Special education speech-language disorders preK-12.

- The endorsement requirements are proposed to be located under the pupil personnel services area of the regulations.

8VAC20-22-680. Vocational evaluator.

- No revisions are proposed.

8VAC20-22-690. Revocation.

- The following information has been proposed as a technical amendment to the regulations as a reason for revocation:

Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by Section 22.1-279.3:1 of the *Code of Virginia*. Any person whose administrative or teaching license is suspended or revoked by the Board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth;

8VAC20-22-700. Cancellation.

- No revisions are proposed.

8VAC20-22-710. Suspension.

- The following information has been proposed as a technical amendment to the regulations as a reason for suspension:

Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by Section 22.1-279.3:1 of the *Code of Virginia*. Any person whose administrative or teaching license is suspended or revoked by the Board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth;

8VAC20-22-720. Denial.

- The following underlined language is proposed to be added:

Revocation, suspension, or invalidation of the license by another state or territory;

8VAC20-22-730. Right to counsel and transcript.

- No revisions are proposed.

8VAC20-22-740. Action by the State Superintendent of Public Instruction and the Board of Education.

- The following underlined language is proposed to be added:

The State Superintendent of Public Instruction is authorized to approve the issuance of licenses for individuals who have misdemeanor convictions related to drugs based on a review of the cases. No individual would be denied a license without a hearing of the Board of Education.

8VAC20-22-750. Right of license holder to appear at hearing.

- No revisions are proposed.

8VAC20-22-760. Notification.

- No revisions are proposed.

PROPOSED REVISIONS
TO THE
REGULATIONS GOVERNING THE
LICENSURE OF SCHOOL
PERSONNEL
(8 VAC 20-22-10 et seq.)



Presented to the Virginia Board of Education
July 27, 2005

Virginia Administrative Code

CHAPTER 22 **LICENSURE REGULATIONS FOR SCHOOL PERSONNEL**

Part I **Definitions**

8VAC20-22-10. Definitions.

The following words and terms when used in this chapter shall have the meanings indicated, unless the context clearly implies otherwise:

"Accredited institution" means an institution of higher education accredited by a regional accrediting agency recognized by the United States Department of Education.

Alternate route to licensure" means a non-traditional route to licensure available to individuals who meet the criteria specified in 8VAC20-22-90.

"Approved program" means a professional education program recognized as meeting state standards for the content and operation of such programs so graduates of the program will be eligible for state licensure. The Board of Education has the authority to approve programs in Virginia.

"Cancellation" means the annulment, voiding, or invalidation of a teaching license following voluntary surrender of the license by the license holder.

"Certified provider" means a provider certified by the Department of Education to provide preparation and training for applicants seeking the Provisional License specified in 8VAC20-22-90.

"Collegiate Professional License" means a five-year, renewable license available to an individual who has satisfied all requirements for licensure, including the professional teacher's assessments prescribed by the Board of Education.

"Content area coursework" means courses at the undergraduate level (i.e., two-year or four-year institution) or at the graduate level that will not duplicate previous courses taken in the humanities, history and social sciences, the sciences, mathematics, health and physical education, and the fine arts. These courses are usually available through the college or department of arts or sciences.

"Denial" means the refusal to grant a teaching license to a new applicant or to an applicant who is reapplying after the expiration of a license.

"Division Superintendent License" means a five-year, renewable license available to an individual who has completed an earned master's degree from an accredited institution of higher education and meets the requirements specified in 8VAC20-22-610. The individual's name must be listed on the Board of Education's list of eligible division superintendents.

"International Educator License" means a three-year cultural exchange opportunity for Virginia students and international teachers. The International Educator License is a professional, teaching license issued for no more than three years to an exchange educator with citizenship in a nation other than the United States of America, and employed as an educator in a Virginia public or accredited nonpublic school, to teach for up to three consecutive years.

"Local Eligibility License" means a license established by the Virginia General Assembly issued to an individual by a local school board based on specified criteria set forth by the Code of Virginia. The Local Eligibility License shall not be issued in the federal core teaching areas or special education. The license is valid for three years and is not transferable to another school division. The Local Eligibility License is a nonrenewable credential and is not reciprocal with other states.

"Licensure by Reciprocity" means a process used to issue a license to an individual coming into Virginia from another state when that individual meets certain conditions specified in the Board of Education regulations.

"Mentor" means a classroom teacher hired by the local school division who has achieved continuing contract status or other instructional personnel including retired teachers who meet local mentor selection criteria. The mentor should work in the same building as the beginning teacher or be instructional personnel who is assigned solely as a mentor. A mentor should be assigned a limited number of teachers at any time. Instructional personnel who are not assigned solely as mentors should not be assigned to more than four teachers at any time. Mentors guide teachers in the program through demonstrations, observations, and consultations.

"Postgraduate Professional License" means a five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from an accredited institution.

"Provisional License" means a nonrenewable license valid for a period not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in these regulations. The individual must have a minimum of an undergraduate degree from an accredited college or university (with the exception of those individuals seeking the Technical Professional License). The Provisional License, with the exception of those individuals seeking licensure through a career switcher program, will be issued for three years if all testing requirements prescribed by the Board of Education have been completed.

If the individual has not met testing requirements prescribed by the Board of Education, the license will be issued for one year from the contractual date of employment. Upon meeting the testing requirements in the first year of the license, the license may be extended for two years. Individuals must complete the requirements for the regular, five-year license within the validity period of the license.

“Professional Teacher’s Assessment” means those tests or other requirements mandated for licensure as prescribed by the Board of Education.

"Pupil Personnel Services License" means a five-year, renewable license available to an individual who has earned an appropriate graduate degree from an accredited institution with an endorsement for guidance counselor, school psychologist, school social worker, special education: speech-language disorder prek–12, or vocational evaluator. This license does not require teaching experience.

“Renewable License” means a license issued by the Board of Education for five years to an individual who meets the requirements specified in the Board of Education regulations.

"Revocation" means the annulment by recalling, repealing, or rescinding a teaching license.

"Suspension" means the temporary withdrawal of a teaching license.

"Technical Professional License" means a five-year, renewable license available to an individual who has graduated from an accredited high school (or possesses a General Education Development Certificate); has exhibited academic proficiency, technical competency, and occupational experience; and meets the requirements specified in 8VAC20-22-50.

Part II

Administering the Regulations

8VAC20-22-20. Administering the regulations.

- A. In administering this chapter, modifications may be made in exceptional cases by the Superintendent of Public Instruction. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia, Virginia Department of Education, P.O. Box 2120, Richmond, Virginia 23218-2120.
- B. In administering these regulations, competencies required for endorsement areas are outlined in the Regulations Governing the Review and Approval of Education Programs in Virginia. This document should be referenced for detailed information regarding coursework content for endorsements. Individuals must complete the semester hours required for endorsement areas or the equivalent that must be documented and receive approval by the Department of Education.

Part III

Licensure

8VAC20-22-30. Purpose and responsibility for licensure.

The primary purpose for licensing teachers and other school personnel is to maintain standards of professional competence. The responsibility for licensure is set forth in §22.1-298 of the Code of Virginia, which states that the Board of Education shall prescribe by regulation the requirements for licensure of teachers.

8VAC20-22-40. Conditions for licensure.

A. Applicants for licensure must:

1. Be at least 18 years of age;
2. Pay the appropriate fees as determined by the Board of Education and complete the application process;
3. Have earned a baccalaureate degree (with the exception of the Technical Professional License) from a regionally accredited institution of higher education and meet requirements for the license sought. Persons seeking initial licensure who graduate from Virginia institutions of higher education shall only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institutions have been assessed by a national accrediting agency or by a state approval process, with final approval by the Board of Education; and
4. Possess good moral character (free of conditions outlined in (8VAC20-22-680 et seq.) of this chapter).

B. All candidates who hold at least a baccalaureate degree and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Board of Education. With the exception of the career switcher program that requires assessments as prerequisites, individuals must complete the professional teacher's assessments within one year of the contractual date of employment. Candidates seeking a Technical Professional License or the Pupil Personnel Services License are not required to take the professional teacher's assessments. Individuals who hold a valid out-of-state license (full credential with no deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements.

- C. All individuals seeking an initial endorsement in early/primary education prek-3, elementary education preK-6, special education-general curriculum, special education-hearing disorders, special education-visual impairments and individuals seeking an endorsement as a reading specialist must obtain passing scores on a reading instructional assessment prescribed by the Board of Education.
- D. Licensure by reciprocity is set forth in 8VAC20-22-100.
- E. A school leaders assessment prescribed by the Board of Education must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.
- F. Individuals seeking initial licensure must demonstrate proficiency in the use of educational technology for instruction, complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services, and receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments.

8VAC20-22-50. Types of licenses; dating of licenses.

- A. The following types of licenses are available:
 - 1. Provisional License: The Provisional License is a nonrenewable license valid for a period not to exceed three years issued to an individual who has allowable deficiencies for full licensure as set forth in these regulations. The individual must have a minimum of an undergraduate degree from an accredited college or university (with the exception of those individuals seeking the Technical Professional License). The Provisional License, with the exception of those individuals seeking licensure through a career switcher program, will be issued for three years if all testing requirements prescribed by the Board of Education have been completed. If the individual has not met testing requirements prescribed by the Board of Education, the license will be issued for one year from the contractual date of employment. Upon meeting the testing requirements in the first year of the license, the license may be extended for two years. Individuals must complete the requirements for the regular, five-year license within the validity period of the license.
 - 2. Collegiate Professional License. The Collegiate Professional License is a five-year, renewable license available to an individual who has satisfied all requirements for licensure, including an earned undergraduate degree from a

regionally accredited college or university and the professional teacher's assessments prescribed by the Board of Education.

3. Postgraduate Professional License. The Postgraduate Professional License is a five-year, renewable license available to an individual who has qualified for the Collegiate Professional License and who holds an appropriate earned graduate degree from an accredited college or university.

4. Technical Professional License. The Technical Professional License is a five-year, renewable license available to a person who has graduated from an accredited high school (or possesses a General Education Development Certificate); has exhibited academic proficiency, skills in literacy and communication, technical competency, and occupational experience; and has completed nine semester hours of specialized professional studies credit from an accredited college or university. The nine semester hours of professional studies coursework must include human growth and development (three semester hours), curriculum and instructional procedures (three semester hours), and applications of instructional technology or classroom management (three semester hours). The Technical Professional License is issued at the recommendation of an employing educational agency in the areas of career and technical education, educational technology, and military science. Individuals seeking military science must have the appropriate credentials issued by the United States military. In addition to demonstrating competency in the endorsement area sought, the individual must:

a. Hold a license issued by the appropriate Virginia board for those program areas requiring a license and a minimum of two years of satisfactory experience at the journeyman level or an equivalent;

b. Have completed a registered apprenticeship program and two years of satisfactory experience at the journeyman level or an equivalent level in the trade; or

c. Have four years of work experience at the management or supervisory level or equivalent or have a combination of four years of training and work experience at the management or supervisory level or equivalent.

Individuals holding the Technical Professional License who seek the Collegiate Professional or Postgraduate Professional License must meet the professional teacher's assessments requirement.

5. Pupil Personnel Services License. The Pupil Personnel Services License is a five-year, renewable license available to an individual who has earned an appropriate graduate degree from an accredited college or university with an endorsement for guidance counselor, school psychologist, school social worker, special education:

speech-language disorders prek-12, or vocational evaluator. This license does not require teaching experience.

6. Division Superintendent License. The Division Superintendent License is a five-year, renewable license available to an individual who has completed an earned master's degree from an accredited college or university and meets the requirements specified in 8VAC20-22-610. The individual's name must be listed on the Board of Education's list of eligible division superintendents.

7. International Educator License. The International Educator License provides a three-year cultural exchange opportunity for Virginia students and international teachers. The International Educator License is a professional, teaching license issued for no more than three years to an exchange educator with citizenship in a nation other than the United States of America, and employed as an educator in a Virginia public or accredited nonpublic school, to teach for up to three consecutive years. To be issued the International Educator License an individual must:

- a. Be employed by a Virginia public or accredited nonpublic school;
- b. Hold non-U.S. citizenship and be a non-permanent resident;
- c. Serve as an exchange teacher for a time period not to exceed three consecutive years; and
- d. Meet the following requirements as verified by a state approved, federally designated Exchange Visitor Program (22 CFR Part 62):
 1. Be proficient in written and spoken English;
 2. Demonstrate competence in the appropriate academic subject area(s);
 3. Hold the U.S. equivalent of a baccalaureate degree or higher as determined by an approved credential agency; and
 4. Hold U.S. or foreign educator credentials and completed at least one year of successful teaching experience that:
 - a. Enables the educator to fulfill a similar assignment in his or her home country; or
 - b. Are comparable to those requirements for Virginia teachers.

8. Local Eligibility License. The Local Eligibility License, established by the Virginia General Assembly, is a valid, three-year nonrenewable license issued by a

local school board to an individual who has met specified criteria set forth in §22.1-299.3 of the Code of Virginia. The Local Eligibility License shall not be issued in the federal core teaching areas or special education. The license is not transferable to another division. The Local Eligibility License is a nonrenewable credential and is not reciprocal with other states.

- B. All licenses will be effective from July 1 in the school year in which the application is made except for the Provisional License when an individual needs to meet assessment requirements prescribed by the Board of Education. The Provisional License, with the exception of individuals in a career switcher program, will be dated one year from the contractual date of employment in a Virginia public or accredited nonpublic school if the individual has not met testing requirements prescribed by the Board of Education. A Virginia employing education division or agency is required to notify employees in writing at the time of employment of the need to meet appropriate assessment requirements for licensure within a year from the contractual date of employment.

8VAC20-22-60. Designations on Licenses for Career Paths to Teaching

- A. Designations on licenses will reflect stages in the professional development of teachers and promote continuing growth and career paths as educators. Criteria and implementation of procedures will be set forth by the Virginia Department of Education.
- B. Teaching licenses may be issued with one of the following designations. These designations will not apply to the Division Superintendent License or the Pupil Personnel Services License.
1. Career Teacher: This teacher designation will be issued on a renewable teaching license for individuals who have gained continuing contract status in Virginia.
 2. Mentor Teacher: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; received a recommendation for the designation from an employing Virginia school division superintendent or designee or accredited nonpublic school head; served at least three years as a mentor teacher in Virginia; documented responsibilities as a mentor; and completed a local or state mentor teacher training program in accordance with the Board of Education requirements for mentor teachers.
 3. Teacher as Leader: This voluntary teacher designation will be issued on a renewable teaching license for individuals who have achieved the career teacher designation; completed at least five years of successful, full-time teaching experience in a Virginia public school or accredited nonpublic school; received the recommendation from an employing Virginia school division superintendent

or designee or accredited nonpublic school head; and completed one of the following:

- a. National Board Certification or a nationally recognized certification program approved by the Board of Education and demonstrated skills and abilities as a school leader as verified by a Virginia school division superintendent or designee or accredited nonpublic school head; or
- b. a recommendation from an employing Virginia school division superintendent or designee or accredited nonpublic school head and documentation in an approved Department of Education format verifying the individual's demonstrated skills and abilities as a school leader and direct contributions to school effectiveness and student achievement.

8VAC20-22-70. Additional endorsements.

- A. An individual who holds a teaching license may add an additional endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. This testing option does not apply to individuals who are seeking an early/primary prek-3 or elementary education prek-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, or division superintendent license.
- B. One or more endorsements may be added to a license provided specific endorsement requirements have been met. Written requests may be made by the licensed professional and should be directed to the Virginia employing educational agency or college or university. If the request is not acted upon by the local educational agency or college or university within 30 days or is disputed, the license holder may make a written request for an additional endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect by July 1 of the same year.

8VAC20-22-80. Deletion of an endorsement.

An endorsement may be deleted from a license at the request of the licensed professional. Written requests are made by the licensed professional and should be directed to the employing educational agency. If the request is not acted upon by the local educational agency within 30 days, or is disputed, the license holder may make a written request for the deletion of an endorsement directly to the Office of Professional Licensure, Virginia Department of Education. Written requests should be submitted by January 15 to be in effect of July 1 of that year. Individuals who wish to add an endorsement that has been deleted must meet requirements for that endorsement at the time it is requested.

8VAC20-22-90. Alternate routes to licensure.

A. Career switcher alternate route to licensure for career professions. An alternate route is available to career switchers who seek teaching endorsements pre-K through grade 12 with the exception of special education.

1. An individual seeking a Provisional License through the career switcher program must meet the following prerequisite requirements:

- a. an application process;
- b. a baccalaureate degree from a regionally accredited college or university;
- c. the completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study;
- d. at least five years of full-time work experience or its equivalent; and
- e. Virginia qualifying scores on the professional teacher's assessments as prescribed by the Board of Education.

2. The Provisional License is awarded at the end of Level I preparation. All components of the career switcher alternate route for career professions must be completed by the candidate.

3. The Level I requirements must be completed during the course of a single year and may be offered through a variety of delivery systems, including distance learning programs. If an employing agency recommends extending the Provisional License for a second year, the candidate will enter Level III of the program. Career switcher programs must be certified by the Virginia Department of Education.

a. Level I Preparation. Intensive Level I preparation includes a minimum of 180 clock hours of instruction, including field experience. This phase includes, but is not limited to, curriculum and instruction, including technology, reading, and other specific course content relating to the Standards of Learning, differentiation of instruction, classroom/behavior management, instructional design based on assessment data, and human growth and development.

b. Level II preparation during first year of employment.

(1) Candidate seeks employment in Virginia with the one-year Provisional License.

(2) Continued Level II preparation during the first year of employment with a minimum of five seminars that expand the intensive preparation requirements listed in 8VAC20-22-90,A3a. The five seminars will include a minimum of 20 cumulative instructional hours. A variety of instructional delivery techniques will be utilized to implement the seminars.

(3) One year of successful, full-time teaching experience in a Virginia public or accredited nonpublic school under a one-year Provisional License. A trained mentor must be assigned to assist the candidate during the first year of employment. Responsibilities of the mentor include, but are not limited to, the following:

(a) Collaborate with the beginning teacher in the development and implementation of an individualized professional development plan;

(b) Observe, assess, coach, and provide opportunities for constructive feedback, including strategies for self-reflection;

(c) Share resources and materials;

(d) Share best instructional, assessment, and organizational practices; classroom management strategies; and techniques for promoting effective communication; and

(e) Provide general support and direction regarding school policies and procedures.

(4) Upon completion of Levels I and II of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to apply for a five-year, renewable license. Renewal requirements for the regular license will be subject to current regulations of the Board of Education.

c. Level III preparation, if required.

(1) Post preparation, if required, will be conducted by the Virginia employing educational agency to address the areas where improvement is needed as identified in the candidate's professional improvement plan; and

(2) Upon completion of Levels I, II, and III of the career switcher alternate route to licensure program and submission of a recommendation from the Virginia educational employing agency, the candidate will be eligible to receive a five-year renewable license.

4. Verification of program completion will be documented by the certified program provider and the division superintendent or designee.

5. Certified providers implementing a career switcher program may charge a fee for participation in the program.

B. **An alternate route is available to individuals employed by an educational agency who seek teaching endorsements pre-K through grade 12.** If the individual has not met testing requirements prescribed by the Board of Education, the Provisional License will be issued for one year from the contractual date of employment. Upon meeting the testing requirements in the first year of the license, the license may be extended for two years. Individuals must complete the requirements for the regular, five-year license within the validity period of the license.

1. An individual seeking a license through this alternate route must have met the following requirements:
 - a. are entering the teaching field through the alternate route to licensure upon the recommendation of the Virginia employing educational agency;
 - b. hold a baccalaureate degree from a regionally accredited college or university with the exception of individuals seeking the Technical Professional License;
 - c. have met requirements for the endorsement area; and
 - d. need to complete an allowable portion of professional studies and licensure requirements.
2. The professional studies requirements for the appropriate level of endorsement sought must be completed. A Virginia educational agency may submit to the Superintendent of Public Instruction for approval an alternate program to meet the professional studies requirements. The alternate program must include training (seminar, internship, coursework, etc.) in human growth and development, curriculum and instructional procedures (including technology), instructional design based on assessment data, classroom management, and reading.
3. One year of successful, full-time teaching experience in the appropriate teaching area in a Virginia public or accredited nonpublic school must be completed. A fully licensed experienced teacher must be available in the school building to assist the beginning teacher employed through the alternate route.

C. **Alternate route in special education.** The Provisional License a nonrenewable teaching license issued to an individual employed as a special education teacher in a public school or a nonpublic special education school in Virginia who does not hold the appropriate special education endorsement. This alternate route to special education is not applicable to individuals employed as speech pathologists. The Provisional License will be initially issued for three years if all testing requirements prescribed by the Board of Education have been completed. If the individual has not met testing requirements prescribed by the Board of Education, the license will be issued for one year from the contractual date of employment; upon meeting the testing requirements in the first year of the license, the license may be extended for two years. Individuals must complete the requirements for the regular, five-year license within

the validity period of the license. To be issued the Provisional License through this alternate route, an individual must:

- (1) Be employed by a Virginia public or nonpublic school as a special educator and have the recommendation of the employing educational agency;
- (2) Hold a baccalaureate degree from an accredited college or university;
- (3) Have an assigned mentor endorsed in special education; and
- (4) Have a planned program of study in the assigned endorsement area, make progress toward meeting the endorsement requirements each of the three years of the license, and have completed coursework in the core competencies of foundations for educating students with disabilities and an understanding and application of the legal aspects and regulatory requirements associated with identification, education, and evaluation of students with disabilities. A survey course integrating these competencies would satisfy this requirement. The Provisional License through this alternate route shall not be issued without the completion of these prerequisites.

D. **Alternate programs at institutions of higher education or Virginia school divisions.** Alternate programs developed by institutions of higher education (i) recognize the unique strengths of prospective teachers from nontraditional backgrounds and (ii) prepare these individuals to meet the same standards that are established for others who are granted a license through an alternate route.

E. **Experiential Learning.** Individuals seeking initial licensure through an alternate route may substitute experiential learning in lieu of coursework in accordance with criteria and procedures established by the Board of Education.

8VAC20-22-100. Conditions for licensure for out-of-state candidates by reciprocity.

- A. An individual coming into Virginia from any state may qualify for a Virginia teaching license with comparable endorsement areas if the individual has completed a state-approved teacher preparation program through a regionally accredited four-year college or university, or if the individual holds a valid out-of-state teaching license (not a temporary or emergency license) which must be in force at the time the application for a Virginia license is made. An individual seeking licensure must establish a file in the Department of Education by submitting a complete application packet, which includes official student transcripts. Professional teacher's assessments prescribed by the Board of Education must be satisfied.
- B. An individual coming into Virginia will qualify for a Virginia teaching license with comparable endorsement areas if the individual holds national certification from the National Board for Professional Teaching Standards (NBPTS) or a nationally recognized certification program approved by the Board of Education.

- C. Licensure by reciprocity is provided for individuals who have obtained a valid out-of-state license (full credential without deficiencies) that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. An assessment of basic skills as provided in Section 22.1-298 of the *Code of Virginia* and service requirements shall not be imposed for these licensed individuals; however, other licensure assessments as prescribed by the Board of Education shall be required.
- D. Individuals who hold a valid out-of-state license (full credential with no deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements.

8VAC20-22-110. Requirements for renewing a license.

- A. The Division Superintendent, Postgraduate Professional, Collegiate Professional, Technical Professional, and Pupil Personnel Services Licenses may be renewed upon the completion of 180 professional development points within a five-year validity period based on an individualized professional development plan that includes ongoing, sustained, and high-quality professional development.
- B. Virginia public school divisions and public education agencies must report annually to the Department of Education that instructional personnel have completed high quality professional development each year as set forth by the Virginia Department of Education.
- C. Professional development points may be accrued by the completion of professional development activities to improve and increase instructional personnel's knowledge of the academic subjects the teachers teach or the area assigned from one or more of the following eight options.
 - 1. College Credit: Acceptable coursework offers content that provides new information and is offered on-campus, off-campus, or through extension by any regionally accredited two- or four-year college or university. College coursework must develop further experiences in subject content taught, teaching strategies, uses of technologies, leadership, and other essential elements in teaching to high standards and increasing student learning. At least 90 points for each five-year renewal shall be in the content area(s) currently being taught if the license holder does not hold a graduate degree. Instructional personnel must complete coursework to improve and increase the knowledge of the academic subjects or endorsement areas in which they are assigned.

2. Professional Conference: A professional conference is a workshop, institute, or seminar of four or more hours that contributes to ongoing, sustained, and high-quality professional development
3. Curriculum Development: Curriculum development is a group activity in which the license holder contributes to the improvement of the curriculum of a school, a school division, or an education institution in the teaching area assigned. This includes the alignment of curriculum frameworks, instructional materials, and assessments to provide a system with clear expectations of what is to be taught and learned.
4. Publication of Article: The article must contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. Grant reports that present the results of educational research are acceptable provided the license holder had an active role in planning, analyzing, interpreting, demonstrating, disseminating, or evaluating the study or innovation. The article must be published in a recognized professional journal.
5. Publication of Book: Books must be published for purchase and must contribute to the education profession or to the body of knowledge of the license holder's teaching area or instructional position. The published book must increase the field of content knowledge, planning and assessment for evaluating and providing students with feedback that encourages student progress and measures student achievement, instruction, safety and learning environment, communication and community relations working with students, parents, and members of the community to promote broad support for student learning. Points will not be awarded for books self published.
6. Mentorship: Mentoring is the process by which an experienced professional, who has received mentorship training, provides assistance to one or more persons for the purpose of improving their performance. Assistance may involve role modeling, direct instruction, demonstration, observation with feedback, developing of plans, and consultation to promote instructional excellence and increased student achievement. Mentoring may include the supervision of a field experience of a pre-service student teacher or an intern in an approved teacher/principal preparation program, as well as mentoring as part of the induction process for a beginning teacher or a first-year administrator. Individuals serving in this role and submitting documentation for license renewal based on the mentorship option shall receive training as a mentor prior to the assignment and at least once during the five-year renewal cycle.
7. Educational Project: Educational projects must be planned, focused projects based on high standards of teaching and learning. Projects must result in a written report or other tangible product. Projects must contribute to the

education profession or to the body of knowledge of the license holder's teaching area or instructional position. A project could include participation in new professional responsibilities, such as leading a school improvement initiative.

8. Professional Development Activity: Professional development activities must focus on student learning and achievement, schoolwide educational improvement, leadership, subject content, teaching strategies, and use of technologies and other essential elements in teaching to high standards. Activities must be planned, rigorous, systematic, and promote continuous inquiry and reflection. Local employing educational agencies are encouraged to design professional development activities that are conducted in school settings and linked to student learning and achievement.

D. A minimum of 90 points (three semester hours in a content area) at the undergraduate (two-year or four-year institution) or graduate level in the license holder's endorsement areas shall be required of license holders without a master's degree and may be satisfied at the undergraduate (two-year or four-year institution) or graduate level. Special education coursework designed to assist classroom teachers and other school personnel in working with students with disabilities, a course in gifted education, a course in educational technology, or a course in English as a second language may be completed to satisfy the content course requirement for one cycle of the renewal process. Professional development activities designed to support the Virginia Standards of Learning, Standards of Accreditation, and Assessments may be accepted in lieu of the content course for one renewal cycle. The substance of the activities must clearly support these initiatives and address one or more of the following areas: (i) new content knowledge to implement the Virginia Standards of Learning; (ii) curriculum development initiative designed to translate the standards from standards to classroom objectives; (iii) teaching beginning reading skills including phonemic awareness and the structure of language (phonics); (iv) staff development activities in assessment to assist classroom teachers in the utilization of test results to improve classroom instruction; and (v) professional development designed to implement the technology standards in the schools. Technical Professional License holders without baccalaureate degrees may satisfy the requirement through career and technical education workshops, career and technical education institutes, or through undergraduate coursework at two-year or four-year institutions.

- E. Content area courses are courses at the undergraduate level (two-year or four-year institution) or at the graduate level that will not duplicate previous courses taken in the humanities, history and social sciences, the sciences, mathematics, health and physical education, and the fine arts. These courses are usually available through the college or department of arts and sciences. License holders with elementary education, middle education, special education, or reading endorsements must satisfy the 90-point requirement through reading coursework or content coursework in one of the areas listed above. Courses available through the accredited college's or institution's department of education may be used to satisfy the content requirement for those license

holders with endorsements in health and physical education, career and technical education, and library science education.

- F. With prior approval of the division superintendent, the 90 points in a content area also may be satisfied through coursework taken to obtain a new teaching endorsement or coursework taken because of a particular need of a particular teacher.
- G. The remaining 90 points may be accrued by activities drawn from one or more of the eight renewal options. Renewal work is designed to provide licensed personnel with opportunities for professional development relative to the grade levels or teaching fields to which they are assigned or for which they seek an added endorsement. Such professional development encompasses (i) responsible remediation of any area of an individual's knowledge or skills that fails to meet the standards of competency and (ii) responsible efforts to increase the individual's knowledge of new developments in his field and to respond to new curricular demands within the person's area of professional competence.
- H. The proposed work toward renewal in certain options must be approved in advance by the chief executive officer or designee of the employing educational agency. Persons who are not employed by an educational agency may renew or reinstate their license by submitting to the Office of Professional Licensure, Department of Education, their individualized renewal record and verification of points, including official student transcripts of coursework taken at an accredited two-year or four-year college or university.
- I. Accrual of professional development points shall be determined by criteria set forth by the Virginia Department of Education.
- J. Persons seeking license renewal as teachers must demonstrate proficiency in the use of educational technology for instruction.
- K. Virginia school divisions and nonpublic schools will recommend renewal of licenses using the renewal point system. The renewal recommendation must include verification of demonstrated proficiency in the use of educational technology for instruction.
- L. Training in instructional methods tailored to promote academic progress and effective preparation for the Standards of Learning tests and end-of-grade assessments is required for licensure renewal.
- M. Persons seeking licensure renewal as teachers for the first time after such date must complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes.

Part IV
Licensure Regulations Governing Early/Primary Education,
Elementary Education, and Middle Education Endorsements

8VAC20-22-120. Early/primary education, elementary education, and middle education endorsements.

Individuals seeking licensure with endorsements in early/primary education, elementary education, and middle education may meet requirements through the completion of an approved program or, if employed by a Virginia public or nonpublic school, through the alternate route to licensure. Components of the licensure program include a degree from an accredited college or university in the liberal arts and sciences (or equivalent), professional teacher's assessments requirement prescribed by the Board of Education, specific endorsement requirements, and professional studies requirements.

8VAC20-22-130. Professional studies requirements.

Professional studies requirements for early/primary education, elementary education, and middle education: 18 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human growth and development (birth through adolescence): 3 semester hours. Skills in this area shall contribute to an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences -- economic, social, racial, ethnic, religious, physical, and mental -- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.
2. Curriculum and instructional procedures: 3 semester hours.
 - a. Early/primary education preK-3 or elementary education preK-6 curriculum and instructional procedures: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; and evaluation of pupil performance. The teaching methods, including for gifted and talented students and those students with disabling conditions, must be appropriate for the level of endorsement (preK-3 or preK-6) and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school, and the Standards of

Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time after such date complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.

b. Middle education 6-8 curriculum and instructional procedures: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes, selection and use of materials, including media and computers; and evaluation of pupil performance. The teaching methods, including for gifted and talented students and students with disabling conditions, must be appropriate for the middle education endorsement and be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Study in methods of improving communication between schools and families, ways of increasing family involvement in student learning at home and in school, and the Standards of Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time after such date complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Pre-student teaching experiences (field experiences) should be evident within these skills.

3. Instructional Design Based on Assessment Data: 3 semester hours. Skills in this area shall contribute to an understanding of the relationship among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.
4. Classroom Management: 3 semester hours. Skills in this area shall contribute to an understanding and application of classroom management techniques and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice.

5. Reading: 6 semester hours.

- a. Early/primary preK-3 and elementary education preK-6 -- language acquisition and reading: 6 semester hours.

Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include: phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Additional skills shall include proficiency, in writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.

- b. Middle education -- language acquisition: 3 semester hours and reading in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading.

6. Supervised classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 500 clock hours (including pre- and post clinical experiences) with at least 300 clock hours spent supervised in direct teaching activities (providing direct instruction) at the level of endorsement. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route.

8VAC20-22-140. Early/primary education preK-3.

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in early/primary education preK-3; or
2. The candidate for the early/primary education preK-3 endorsement must have a degree from an accredited college or university in the liberal arts and sciences (or

equivalent) and completed coursework which covers the early/primary education preK-3 competencies and fulfills the following 48 semester-hour requirements:

- a. English (must include composition, oral communication, and literature): 12 semester hours;
- b. Mathematics: 9 semester hours;
- c. Science (including a laboratory course): 9 semester hours (in at least two science disciplines);
- d. History (must include American history and world history): 6 semester hours;
- e. Social science (must include geography and economics): 6 semester hours; and
- f. Arts and humanities: 6 semester hours.

8VAC20-22-150. Elementary education preK-6.

Endorsement requirements.

- 1. The candidate shall have graduated from an approved teacher preparation program in elementary education preK-6; or
- 2. The candidate for the elementary education preK-6 endorsement must have a degree from an accredited college or university in the liberal arts and sciences (or equivalent) and completed coursework which covers the elementary education preK-6 competencies and fulfills the following 57 semester-hour requirements:
 - a. English (must include composition, oral communication, and literature): 12 semester hours;
 - b. Mathematics: 12 semester hours;
 - c. Science (including a laboratory course): 12 semester hours in at least two science disciplines;
 - d. History (must include American history and world history): 9 semester hours;
 - e. Social science (must include geography and economics): 6 semester hours; and
 - f. Arts and humanities: 6 semester hours.

8VAC20-22-160. Middle education 6-8.

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation discipline-specific program in middle education 6-8 with at least one area of academic preparation from the areas of English, mathematics, science, and history and social sciences.

2. An applicant seeking the middle education 6-8 endorsement must have earned a degree from an accredited college or university in the liberal arts and sciences (or equivalent); and completed a minimum of 21 semester hours in at least one area of academic preparation (concentration) that will be listed on the license; and completed minimum requirements for those areas (English, mathematics, science, and history and social sciences) in which the individual is not seeking an area of academic preparation. The applicant will be restricted to teaching only in the area(s) of concentration listed on the teaching license.

a. English

English concentration (must include coursework in language, e.g., history, structure, grammar, literature, advanced composition, and interpersonal communication or speech): 21 semester hours.

b. Mathematics

Mathematics concentration (must include coursework in algebra, geometry, probability and statistics, and applications of mathematics): 21 semester hours.

c. Science

Science concentration (must include courses in each of the following: biology, chemistry, physics, and Earth and space science; a laboratory course is required in two of the four areas): 21 semester hours.

d. History and social sciences

(1) History and social sciences concentration (must include a course in American history, world history, economics, American government (including state and local government), and geography: 21 semester hours.

Part V
Licensure Regulations Governing PreK-12 Endorsements, Special Education,
Secondary Grades 6-12 Endorsements, and Adult Education

8VAC20-22-170. PreK-12 endorsements, special education, secondary grades 6-12 endorsements, and adult education.

Individuals seeking licensure with preK-12 endorsements, special education, secondary grades 6-12 endorsements, or adult education may meet requirements through the completion of an approved program or, if employed by a Virginia public or nonpublic school, through the alternate route to licensure. Components of the licensure program include a degree from an accredited college or university in the liberal arts and sciences (or equivalent), professional teacher's assessment requirements prescribed by the Board of Education, specific endorsement requirements, and professional studies requirements.

8VAC20-22-180. Professional studies requirements.

Professional studies requirements for adult education, preK-12 endorsements, special education, and secondary grades 6-12 endorsements: 15 semester hours. These requirements may be taught in integrated coursework or modules.

1. Human growth and development (birth through adolescence): 3 semester hours. Skills in this area shall contribute to an understanding of the physical, social, emotional, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences -- economic, social, racial, ethnic, religious, physical, and mental -- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, gifted education including the use of multiple criteria to identify gifted students, substance abuse, child abuse, and family disruptions.

2. Curriculum and instructional procedures: 3 semester hours. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; selection and use of materials, including media and computers; and evaluation of pupil performance. Teaching methods appropriate for exceptional students, including gifted and talented and those with disabling conditions, and appropriate for the level of endorsement sought shall be included. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Standards of Learning assessments. Methods of improving communication between schools and families and ways of increasing family involvement in student learning at home and in school and the Standards of Learning shall be included. Demonstrated proficiency in the use of educational technology for instruction shall be included. Persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time after such date complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board

of Education in consultation with the Department of Social Services that are relevant to the specific teacher licensure routes. Curriculum and instructional procedures for secondary grades 6-12 endorsements must include middle and secondary education. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences must be at the elementary, middle, and secondary levels.

3. Instructional Design Based on Assessment Data: 3 semester hours. Skills in this area shall contribute to an understanding of the relationship among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.

4. Classroom Management: 3 semester hours. Skills in this area shall contribute to an understanding and application of classroom management techniques and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice.

5. Reading.

a. Adult education, preK-12, and secondary grades 6-12 -- reading in the content area: 3 semester hours. Skills in this area shall be designed to impart an understanding of comprehension skills in all content areas, including a repertoire of questioning strategies, summarizing and retelling skills, and strategies in literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of literature and independent reading.

b. Special Education--Language acquisition and reading: 6 semester hours.

Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher must be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

Skills in this area shall be designed to impart a thorough understanding of the complex nature of language acquisition and reading, to include: phonemic awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Additional skills shall include proficiency, in

writing strategies, as well as the ability to foster appreciation of a variety of literature and independent reading.

6. Supervised classroom experience. The student teaching experience should provide for the prospective teacher to be in classrooms full time for a minimum of 500 clock hours (including pre- and post clinical experiences) with at least 300 clock hours spent supervised in direct teaching activities (providing direct instruction) in the endorsement area sought. If a preK-12 endorsement is sought, teaching activities must be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media must complete the supervised experience in a school library media setting. Individuals seeking an endorsement in an area of special education must complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or accredited nonpublic school may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher must be available in the school building to assist a beginning teacher employed through the alternate route.

8VAC20-22-190. Adult education.

Endorsement requirements. The candidate must have:

1. A baccalaureate degree from an accredited college or university or hold a Collegiate Professional License; and
2. A minimum of 15 semester hours in adult education that must include the following competencies and one semester of supervised successful full-time (or an equivalent number of hours of part-time experience) teaching of adult:
 - a. Understanding of the nature or psychology of the adult learner or adult development;
 - b. Understanding of the knowledge, skills, and processes needed for the selection, evaluation, and instructional applications of the methods and materials for adult basic skills including:
 - (1) Curriculum development in adult basic education or GED instruction;
 - (2) Beginning reading for adults;
 - (3) Beginning mathematics for adults;
 - (4) Reading comprehension for adult education;
 - (5) Foundations of adult education; and

(6) Other adult basic skills instruction.

Individuals not holding a Collegiate Professional License or a Postgraduate Professional License must meet the professional teacher's assessment requirements prescribed by the Board of Education.

8VAC20-22-200. Adult English as a second language (add-on endorsement).

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in adult English as a second language; or

2. A baccalaureate degree and an endorsement in a teaching area and completed 21 semester hours of coursework distributed in the following areas:

a. Methods for teaching English as a second language to adults: 3 semester hours;

b. English linguistics: 3 semester hours;

c. Cross-cultural education: 3 semester hours;

d. Modern foreign language: 3 semester hours; and

e. Electives from the following areas: 6 semester hours

(1) Cross-cultural communication;

(2) Second language acquisition;

(3) General linguistics;

(4) Teaching reading to adults;

(5) Adult English as a second language instruction;

(6) Adult English as a second language curriculum development.

8VAC20-22-210. Career and technical education--agricultural education.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in agricultural education; or

2. Completed a major in agricultural education or 39 semester hours of coursework in agriculture, including at least 3 semester hours in each of the following:

- a. Plant science;
- b. Animal science;
- c. Agricultural mechanics;
- d. Agricultural economics and management;
- e. Forestry/wildlife management; and
- f. Horticulture.

B. Technical Professional License. An endorsement in horticulture or agricultural machinery may be granted to individuals who have:

- 1. Been recommended by an employing Virginia educational agency;
- 2. Completed four years of occupational experience in the area sought; and
- 3. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom management: 3 semester hours).

8VAC20-22-220. Career and technical education--business and information technology.

A. Endorsement requirements. The candidate must have:

- 1. Graduated from an approved teacher preparation program in business and information technology; or
- 2. Completed 39 hours of coursework in business and information technology, including:
 - a. Accounting: 6 semester hours;
 - b. Economics: 3 semester hours;
 - c. Business law, business principles, management, marketing, or finance: 9 semester hours;
 - d. Communications: 3 semester hours;

- e. Information systems and technology to include computer software applications (word processing, spreadsheet, database, and presentation) information technology fundamentals, database management, programming, and networking: 12 semester hours;
- f. Input technologies to include touch keyboarding (required), speech recognition, handwriting recognition, Personal Digital Assistants (PDAs) and other held-held devices, touch screen or mouse, scanning, and other emerging input technologies: 3 semester hours; and
- g. Supervised business experience: 3 semester hours.

B. Technical Professional License. An endorsement in a specialized business and information technology area, such as networking, administration, communications systems, programming, database management, Internet application development, medical office procedures, legal office procedures, network administration and other emerging highly specialized areas may be granted to individuals who have:

- 1. Been recommended by an employing Virginia educational agency;
- 2. Completed two years of occupational experience in the endorsement area sought;
- 3. Completed a business program equivalent to a two-year associate degree in the area sought; and
- 4. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom management: 3 semester hours).

8VAC20-22-230. Career and technical education --family and consumer sciences.

A. Endorsement requirements. The candidate must have:

- 1. Graduated from an approved teacher preparation program in family and consumer sciences; or
- 2. Completed 39 semester hours of coursework distributed in the following areas:
 - a. Development of individual and family: 9 semester hours;
 - b. Management, family finance, and consumer economics: 6 semester hours;
 - c. Food and nutrition: 6 semester hours;
 - d. Housing, home furnishing, and equipment: 6 semester hours;

e. Clothing and textiles: 3 semester hours;

f. Health: 3 semester hours;

g. Occupational program management: 3 semester hours; and

h. Documented work experience related to family and consumer sciences: 3 semester hours.

B. Technical Professional License. An endorsement in a specialized family and consumer sciences area, such as child care occupations, consumer services, family and human services, fashion design occupations, food occupations, hospitality occupations, interior design occupations, and home furnishings occupations, and home and institutional services, may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;

2. A license or are certified as a professional practitioner in the area in which one is to be teaching, if applicable, or demonstrate competency in the specialized area of family and consumer sciences;

3. In the area of occupational experience, evidence of at least two years or 4,000 clock hours of satisfactory occupational experience within the past five years in the teaching specialty for which they are seeking endorsement.

4. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom management: 3 semester hours).

8VAC20-22-240. Career and technical education--health and medical sciences.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved program of study for the preparation of health care professionals;

2. A license or be certified as a professional practitioner in the area in which one is to be teaching; and

3. Completed two years of occupational experience in an area related to the area to be taught.

B. Technical Professional License. An endorsement in a specialized health occupations area may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. A license or be certified as a professional practitioner in the area in which one is to be teaching;
3. Completed two years of occupational experience in the area sought;
4. Completed a health occupations' certificate or associate degree program; and
5. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom management: 3 semester hours.

8VAC20-22-250. Career and technical education--industrial cooperative training (add-on endorsement).

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in industrial cooperative training (ICT); or
2. The candidate must have:
 - a. A Virginia Collegiate Professional or Postgraduate Professional License;
 - b. Completed two years or more of successful, full-time teaching experience;
 - c. Completed 15 semester hours in trade and industrial education coursework distributed in the following areas:
 - (1) Administration and coordination of ICT or equivalent cooperative education course;
 - (2) Methods and development of competency-based related instructional materials for ICT and implementation of a competency-based (CBE) curriculum;
 - (3) Vocational student organizations; and
 - (4) Development and utilization of directly related occupational materials; and
 - d. In the area of occupational experience, evidence of a minimum of two years or 4,000 hours of acceptable employment in a trade, technical, or industrial education subject area.

8VAC20-22-260. Career and technical education--marketing education.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in marketing education;
or
2. Completed the following educational and occupational requirements:
 - a. A major in marketing or 30 semester hours of coursework distributed in the following areas: marketing process and management, economics, merchandising and operations, advertising/sales promotion, personal selling, marketing math, communication theory and techniques, business ethics, human resources/training and development, international business/marketing, and marketing technology; and
 - b. Supervised marketing internship: 3 semester hours or one year of successful work experience in the field of marketing.

B. Technical Professional License. An endorsement in a specialized marketing area, such as apparel and accessories, financial services, hotel/motel operations, international marketing, real estate, or restaurant, may be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. A license or are certified as a professional practitioner in the area in which one is to be teaching;
3. Completed a registered apprenticeship program and two years of satisfactory experience at the journeyman level or an equivalent level in the trade;
4. Completed four years of work experience at the management or supervisory level or equivalent or have a combination of four years of training and work experience at the management or supervisory level or equivalent; and
5. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom management: 3 semester hours)

8VAC20-22-270. Career and technical education--technology education.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in technology education;

2. Completed a major in technology education or 39 semester hours in technology education distributed in the following areas:

a. Technology and culture (experiences shall include the historical development of technology and its present and future impact on the individual, society and the environment): 6 semester hours;

b. Technological foundations (experiences shall include technical design and illustration, energy and power, electronics, and materials science): 12 semester hours;

c. Technological processes (experiences shall include technical design, material processing, manufacturing, construction, and graphic communication): 12 semester hours; and

d. Technological systems (experiences shall include communication, production, and transportation systems): 9 semester hours; or

2. Earned a baccalaureate degree from an accredited college or university with a major in one of the following fields of study: architecture, design, engineering, industrial technology, or physics; and completed 12 semester hours of technology education content coursework, including at least 3 semester hours in each of the following areas: technology and culture, technological foundations, technological processes, and technological systems.

8VAC20-22-280. Career and technical education--trade and industrial education.

A. Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in the trade and industrial education program subject area for which the candidate is seeking endorsement; or

2. A candidate who has graduated from an approved teacher preparation program that is not in the trade and industrial education program subject area for which the candidate is seeking endorsement must have:

a. A current state licensure or industry certification based upon the prescribed standard or examination, if applicable; and

b. Evidence of at least two years or 4,000 clock hours of satisfactory occupational experience within the past five years in the teaching specialty for which they are seeking endorsement. A candidate whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of

endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty.

B. Technical Professional License. An endorsement in a specialized trade and industrial education area will be granted to individuals who have:

1. Been recommended by an employing Virginia educational agency;
2. A license or are certified as a professional practitioner in the area in which one is to be teaching, if applicable, or can demonstrate competency in the area of trade and industrial education one is to be teaching;
3. Evidence of at least two years or 4,000 clock hours of satisfactory occupational experience within the past five years in the teaching specialty for which they are seeking endorsement. Candidates whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty; and
4. Completed professional studies requirements (human growth and development: 3 semester hours; curriculum and instructional procedures in career and technical education: 3 semester hours; and applications of instructional technology or classroom management: 3 semester hours).

C. Add-on endorsement requirements. A candidate must:

1. Hold a Collegiate Professional or Postgraduate Professional License with a teaching endorsement;
2. Demonstrate competency in the trade or technology to be taught;
3. Hold licensure for the trade or industrial area for which endorsement is sought based upon the prescribed standard or examination;
4. Have completed two years or 4,000 clock hours of satisfactory, full-time employment experience at the journeyman level or an equivalent level in the occupation within the last five years. Candidates whose occupational experience has not been within the last five years must participate in a supervised technical update related to the teaching specialty or area of endorsement or complete a supervised internship of work experience of not less than six weeks related to the area of endorsement or teaching specialty; and
5. Have completed 3 semester hours in curriculum and instructional procedures specific to vocational industrial education.

8VAC20-22-290. Career and technical education --vocational special needs (add-on endorsement).

Endorsement requirements.

1. The candidate must have graduated from an approved teacher preparation program in vocational special needs; or
2. The candidate must have:
 - a. A baccalaureate degree with an endorsement in one area of career and technical education or special education preK-12;
 - b. Twelve semester hours distributed in the following areas:
 - (1) Overview of vocational special needs programs and services: 3 semester hours;
 - (2) Instructional methods, curriculum and resources: 3 semester hours;
 - (3) Career/life planning, transitioning, occupational information, and delivery of cooperative education programs: 3 semester hours; and
 - (4) Purposes and practices and characteristics of special populations: 3 semester hours; and
 - c. Evidence of at least two years or 4,000 clock hours of satisfactory occupational experience in business or industry, or both, or complete a work experience internship under the supervision of an institution of higher education.

8VAC20-22-300. Computer science.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in computer science; or
2. Completed 36 semester hours of coursework to include each of the following areas:
 - a. Mathematics;
 - b. Statistics;
 - c. Data structures and algorithm analysis;

- d. Introduction to computer systems;
- e. Application of computer technology; and
- f. Programming.

B. Add-on endorsement requirements in computer science. The candidate must have:

- 1. A baccalaureate degree and an endorsement in a teaching area; and
- 2. Completed 18 semester hours of coursework to include each of the following areas:
 - a. Data structures and algorithm analysis;
 - b. Programming;
 - c. Introduction to computer systems;
 - d. Application of computer technology; and
 - e. Computer science.

8VAC20-22-310. Dance arts prek-12.

A. Endorsement requirements. The candidate must have:

- 1. Graduated from an approved teacher preparation program in dance arts; or
- 2. Completed a major in dance arts or 24 semester hours with course distribution in the following areas:
 - a. Development of movement language: 9 semester hours.
 - (1) A course in each area --ballet, folk, jazz, and modern dance: 6 semester hours; and
 - (2) Area of concentration in one area --ballet, folk, jazz, or modern dance beyond the entry level: 3 semester hours;
 - b. Composition, improvisation, and dance arts production (may include stage lighting, stage costuming, or stage makeup): 3 semester hours;
 - c. Scientific foundations, including human anatomy, kinesiology, and injury prevention and care for dance arts: 9 semester hours; and

d. Cultural understanding, including cultural context and dance history: 3 semester hours.

B. Add-on endorsement requirements in dance arts. The candidate must have:

1. A baccalaureate degree and an endorsement in a teaching area; and

2. Completed 15 semester hours of coursework in the following areas:

a. Development of movement language: 9 semester hours.

(1) A course in each area --ballet, folk, jazz, and modern: 6 semester hours; and

(2) Area of concentration in one area --ballet, folk, jazz, or modern beyond the entry level: 3 semester hours;

b. Composition, improvisation, and dance arts production (may include stage lighting, stage costuming, or stage makeup): 3 semester hours; and

c. Cultural understanding, including cultural context and dance history: 3 semester hours.

8VAC20-22-320. Driver education (add-on endorsement).

Endorsement requirements. The candidate must have:

1. Completed an approved teacher preparation program in driver education; or

2. Completed 6 semester hours of coursework distributed in the following areas:

a. Driver Task Analysis: 3 semester hours; and

b. Principles and methodologies of classroom and in-car instruction, including a minimum of 14 hours of actual behind-the-wheel supervised teaching experience and 2 hours of basic evasive maneuvers: 3 semester hours.

8VAC20-22-330. English.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in English; or

2. Completed a major in English or a minimum of 36 semester hours of coursework distributed in the following areas:

a. Literature: 12 semester hours. Courses must include:

- (1) Survey of British literature;
- (2) Survey of American literature;
- (3) World literature; and
- (4) Literary theory/criticism.

b. Language: 6 semester hours. Experiences shall include:

- (1) The development and nature of the English language, including some attention to comparative English grammar; and
- (2) A grammar course integrating grammar and writing.

c. Composition: 6 semester hours. Experiences shall include:

- (1) The teaching of writing, based on current knowledge and most effective practices, including the use of technology for this purpose; and
- (2) An advanced composition course --expository and informational writing.

d. Oral language: 3 semester hours. Experiences shall include the teaching of oral language in groups, as well as attention to oral language as used in both formal and informal presentations.

e. Electives from the areas listed above: 9 semester hours.

8VAC20-22-340. English as a second language preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in English as a second language; or

2. Completed 24 semester hours of coursework distributed in the following areas:

a. Teaching of reading (the courses must include the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary and text comprehension as well as the similarities and differences between reading in a first language and reading in a second language; one course must address reading instruction to English language learners): 6 semester hours;

b. English linguistics (including phonology, morphology, syntax of English): 3 semester hours;

c. Cross-cultural education: 3 semester hours;

d. Modern foreign languages (if an applicant's primary language is other than English, all 6 hours must be in English): 6 semester hours;

e. Electives in second language acquisition, general linguistics, applied linguistics, psycholinguistics, sociolinguistics, ESL assessment, or ESL curriculum development: 3 semester hours; and

f. Methods of teaching English as a second language at the elementary and secondary levels: 3 semester hours.

8VAC20-22-350. Foreign language preK-12.

A. The specific language of the endorsement will be noted on the license.

B. Foreign language preK-12 --languages other than Latin.

Endorsement requirements.

a. The candidate must have (i) graduated from an approved teacher preparation program in a foreign language; or (ii) completed 30 semester hours above the intermediate level in the foreign language. (Endorsement in a second language may be obtained with 24 semester hours of coursework above the intermediate level.) The program shall include (i) courses in advanced grammar and composition, conversation, culture and civilization, and literature and (ii) a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.

b. Native speakers or candidates who have learned a foreign language without formal academic credit in an accredited college or university must complete the following requirements:

(1) Achieved a minimum score of 600 on the Test of English as a Foreign Language, if English is not the native language. Native speakers of English are exempt from this test;

(2) Achieved a qualifying score on a foreign language assessment in the appropriate language as prescribed by the Board of Education; and

(3) Earned a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from an accredited college or university in the United States.

C. Foreign language preK-12 --Latin.

Endorsement requirements. The candidate must have:

- a. Graduated from an approved teacher preparation program in Latin; or
- b. Completed 24 semester hours of Latin above the intermediate level. Up to six hours of Roman history, Roman life, mythology, or archaeology may be included in the total hours and 3 semester hours of methods of teaching Latin at the elementary and secondary levels are required.

D. Foreign language preK-12 --American Sign Language.

Endorsement requirements.

a. The candidate must have (i) graduated from an approved teacher preparation program in a foreign language--American Sign Language or (ii) completed a major in American Sign Language or 24 semester hours above the intermediate level in American Sign Language. The program shall include (i) courses in advanced grammar and syntax, conversation, and culture and (ii) a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.

b. Native users or candidates who have learned American Sign Language without formal academic credit in an accredited college or university must complete the following requirements:

(1) Competency in American Sign Language demonstrated by written documentation of one of the following:

(a) Hold a current, valid qualified or professional certification by the American Sign Language Teachers Association; or

(b) Hold a current, valid Virginia Quality Assurance Screening Level III Interpreting or higher issued by the Virginia Department for the Deaf and Hard-of-Hearing; or

(c) Hold a current, valid Registry of Interpreters for Deaf certification in at least one of the following: Certificate of Interpretation (CI), Certificate of Deaf Interpretation (CDI), Reverse Skills Certification (RSC), or Comprehensive Skills Certificate (CSC); or

(d) Hold a current, valid National Association for the Deaf Level IV or higher; or

(e) Complete requirements of an assessment demonstrating proficiency in American Sign Language prescribed by the Board of Education.

(2) Earned a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from an accredited college or university in the United States.

8VAC20-22-360. Gifted education (add-on endorsement).

Endorsement requirements. The candidate must have:

1. Completed an approved teacher preparation program in gifted education; or
2. Completed the following:
 - a. Graduated with a baccalaureate degree with an endorsement in a teaching area;
 - b. Completed 12 hours of graduate-level coursework in gifted education; and
 - c. Completed a practicum of at least 45 instructional hours pursuant to subdivision A 8 of this section. One year of successful, full-time teaching experience in a public or accredited nonpublic school may be accepted in lieu of the practicum. A mentor holding a valid license with an endorsement in gifted education must be assigned to the teacher.

8VAC20-22-370. Health and physical education preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in health, and physical education; or
2. Completed a major in health and physical education or 45 semester hours of coursework distributed in the following areas:
 - a. Personal health and safety: 6 semester hours;
 - b. Human anatomy, physiology, and kinesiology: 9-12 semester hours;
 - c. General health and physical education theory, including planning, administration, and assessment principles: 6 semester hours;

d. Physical education methodology courses, including team, individual, adaptive, cooperative activities, rhythms and dance: 9 semester hours;

e. Health methods courses: 3 semester hours; and

f. Health and physical education electives: 3-6 semester hours.

8VAC20-22-380. History and social sciences.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in history and social sciences; or

2. Completed 42 semester hours of coursework distributed in the following areas:

a. History: a major in history or 18 semester hours in history (must include coursework in American history, Virginia history, and world history);

b. Political science: 12 semester hours in political science to include coursework in American government (state and local government);

c. Geography: 6 semester hours; and

d. Economics: 6 semester hours.

B. Add-on endorsement requirements in history, political science, geography, and economics. The candidate must have:

1. An endorsement in history, political science, geography, or economics; and

2. Completed 21 semester hours of coursework in the additional social science area (history, political science, geography, or economics) sought.

8VAC20-22-390. Journalism (add-on endorsement).

Endorsement requirements. The candidate must have:

1. A baccalaureate degree and an endorsement in a teaching area; and

2. A minimum of 15 semester hours in journalism.

8VAC20-22-400. Keyboarding (add-on endorsement).

Endorsement requirements. The candidate must have:

1. An endorsement in a teaching area; and
2. Completion of 6 semester hours in keyboarding. Three of the hours must be from formal keyboarding instruction (or documented demonstrated mastery of the touch keyboarding skill), and three hours must include document formatting skills/word processing/computer applications).

8VAC20-22-410. Library media preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved preparation program in library media; or
2. Completed 24 semester hours distributed in each of the following areas:
 - a. Selection and utilization of library-media materials and equipment, including the various technologies of up-to-date libraries (computers, instructional software, and the Internet in the teaching/learning process);
 - b. Production of media and instructional materials;
 - c. Organization, administration, and evaluation of a library-media center, including ethical issues;
 - d. Theory and management of reference and bibliography;
 - e. Selection of print-media materials for children and adolescents;
 - f. Organization and technical processing of materials; and
 - g. The role of the library-media specialist as a resource person for students and professional staff in curriculum design and the integration of library-media services in instruction; and
3. Participated in a clinical experience to give the applicant an opportunity to apply the skills, understandings, and competencies required for the endorsement. One year of successful, full-time experience as a school librarian in a public or accredited nonpublic school may be accepted to meet this requirement.

8VAC20-22-420. Mathematics.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in mathematics; or

2. Completed a major in mathematics or 36 semester hours of coursework distributed in each of the following areas:

a. Algebra --Experience shall include linear (matrices, vectors, and linear transformations) and abstract algebra (ring, group, and field theory). [A college or university may integrate the competencies within specified coursework and document the completion of these competencies];

b. Geometry --Experience shall include Euclidean and non-Euclidean geometries;

c. Analytic geometry;

d. Probability and statistics;

e. Discrete mathematics --Experience shall include the study of mathematical properties of finite sets and systems and linear programming;

f. Computer science --Experience shall include computer programming; and

g. Calculus --Experience shall include multi-variable calculus.

8VAC20-22-430. Mathematics--Algebra I (add-on endorsement).

Endorsement requirements. The candidate must have:

1. Completed an approved teacher preparation program in Algebra I; or

2. Completed the following requirements. The candidate must have:

a. A baccalaureate degree from an accredited college or university and an endorsement in a teaching area; and

b. Completed 24 semester hours which include coursework in each of the following areas:

(1) Elementary functions and introductory college algebra;

(2) Trigonometry;

(3) Linear algebra;

(4) Calculus;

(5) Euclidean geometry;

(6) Probability and statistics;

(7) Discrete mathematics; and

(8) Computer science.

8VAC20-22-440. Music education--instrumental preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in music education--instrumental; or

2. Completed 42 semester hours of coursework in the following areas:

a. Basic music knowledge (experiences shall be related to music theory, music history, and literature): 18 semester hours.

b. Musical performance (experiences shall consist of developing competency in a primary performance medium (band or orchestral instrument), and in a secondary performance medium (band, orchestral, or keyboard instrument), and in teaching, rehearsing, and conducting ensembles): 18 semester hours.

c. Electives (with coursework selected from either of the two areas above): 6 semester hours.

8VAC20-22-450. Music education--vocal/choral preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in music education--vocal/choral; or

2. Completed 42 semester hours of coursework distributed in the following areas:

a. Basic music knowledge (experiences shall be related to music theory, music history, and literature): 18 semester hours.

b. Musical performance (experiences shall consist of developing competency in a primary and secondary medium, selected from voice or keyboard; and in teaching, rehearsing, and conducting ensembles): 18 semester hours.

c. Electives (with coursework selected from either of the two areas above): 6 semester hours.

8VAC20-22-460. Science--biology.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in biology;
2. Completed a major in biology or 32 semester hours in biology, including genetics/molecular biology, botany, zoology, anatomy/physiology, ecology and other preparation consistent with the competencies for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 credits in biology, including preparation in each of the following areas: genetics/molecular biology, botany, zoology, anatomy/physiology, and ecology.

8VAC20-22-470. Science--chemistry.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in chemistry;
2. Completed a major in chemistry or 32 semester hours in chemistry, including inorganic chemistry, organic chemistry, physical chemistry, and analytical chemistry and other preparation consistent with the competencies required for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 credits in chemistry, including preparation in each of the following areas: inorganic chemistry, organic chemistry, physical chemistry, and analytical chemistry.

8VAC20-22-480. Science--Earth science.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in Earth science;
2. Completed a major in geology or environmental science with at least one course in each of the following: oceanography, meteorology, and astronomy, or 32 semester hours in Earth sciences, including geology (18 semester hours), oceanography, meteorology, and astronomy and other preparation consistent with the competencies required for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 credits in Earth sciences, including preparation in each of the following areas: geology, oceanography, meteorology, and astronomy.

8VAC20-22-490. Science--physics.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in physics;
2. Completed a major in physics or 32 semester hours in physics, including mechanics, electricity and magnetism, and optics and other preparation consistent with the competencies required for the endorsement; or
3. Earned an endorsement in another science discipline and at least 18 credits in physics, including preparation in each of the following areas: mechanics, electricity and magnetism, and optics.

8VAC20-22-500. Special education early childhood (birth-age 5).

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in early childhood special education; or
2. Completed a major in early childhood special education or 27 semester hours in early childhood special education, including at least one course in each of the following: foundations and legal aspects of special education, assessment techniques for young children with disabling and at-risk conditions, instructional programming, speech/language development and intervention, medical aspects, behavior management, consultation, child growth and development, and family-centered intervention.

8VAC20-22-510. Special education hearing impairments preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in special education hearing impairments; or
2. Completed a major in special education hearing impairments or 27 semester hours in education of the hearing impaired, including at least one course in foundations/legal aspects of special education, characteristics of individuals with hearing impairments, psychoeducational assessment, instructional programming, speech-language development, behavior management, audiology, speech and hearing science, and communication modalities.

8VAC250-22-520. Special education – adapted curriculum K-12.

Endorsement requirements: The candidate must:

1. Have graduated from an approved program in special education – adapted curriculum; or
2. Have completed a major in special education – adapted curriculum or 27 semester hours in the education of students with disabilities distributed in the following areas:
 - a. Core coursework: 12 semester hours distributed among the following areas:
 - (1) Foundations – characteristics which includes knowledge of the foundation for educating students with disabilities;
 - (2) Foundations – legal aspects which includes an understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities;
 - (3) Assessment and management of instruction and behavior which includes an understanding and application of the foundation of assessment and evaluation related to best special education practice; of service delivery, curriculum, and instruction of students with disabilities; and of classroom management techniques and individual interventions; and
 - (4) Collaboration that includes skills in consultation, case management, and collaboration.
 - b. Adapted curriculum coursework: 15 semester hours distributed in the following areas:
 - (1) Characteristics: 6 semester hours. Skills in this area include the ability to demonstrate knowledge of the characteristics, learning and support needs of students with disabilities (K-12), whose cognitive impairments or adaptive skills require adaptations to the general curriculum, including, but not limited to, students with moderate to severe mental retardation or developmental delay; autism; multiple disabilities; traumatic brain injury; and sensory impairments as an additional disability to those referenced above.
 - (2) Individualized education program implementation: 6 semester hours. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection

techniques; to make decisions about student progress, instruction, program, modifications, accommodations, placement, and teaching methodology; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities in an adapted curriculum across the K-12 grade levels; and

- (3) Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living which addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

8VAC20-22-530. Special education – general curriculum K-12.

Endorsement requirements: The candidate must:

1. Have graduated from an approved program in special education – general curriculum; or
2. Have completed a major in special education – general curriculum or 27 semester hours in the education of students with disabilities distributed in the following areas:
 - a. Core coursework: 12 semester hours distributed among the following areas:
 - (1) Foundations – characteristics which includes knowledge of the foundation for educating students with disabilities;
 - (2) Foundations – legal aspects which includes an understanding and application of the legal aspects, regulatory requirements, and expectations associated with identification, education, and evaluation of students with disabilities;
 - (3) Assessment and management of instruction and behavior which includes an understanding and application of the foundation of assessment and evaluation related to best special education practice; of service delivery, curriculum, and instruction of students with disabilities; and of classroom management techniques and individual interventions; and
 - (4) Collaboration that includes skills in consultation, case management, and collaboration.

- c. General curriculum coursework: 15 semester hours distributed in the following areas:
- (1) Characteristics: 6 semester hours. Skills in this area shall include the ability to demonstrate knowledge of definitions, characteristics, and learning and behavioral support needs of students with disabilities who are accessing the general education curriculum at the elementary, middle, and high school levels, including but not limited to, students with learning disabilities, emotional disturbance, mental retardation; developmental delay; autism; other health impaired; traumatic brain injury; and multiple disabilities;
 - (2) Individualized Education Program Implementation: 6 semester hours. Skills in this area include the ability to apply knowledge of assessment and evaluation throughout the K-12 grade levels to construct, use, and interpret a variety of standardized and nonstandardized data collection techniques; to make decisions about student progress, instruction, program, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the standards of learning; and to demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels.
 - (3) Transitioning: 3 semester hours. Skills in this area include the ability to prepare students and work with families to provide successful student transitions throughout the educational experience to include postsecondary training, employment, and independent living which addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy, and self-determination, guardianship and legal considerations.

8 VAC 20-22-540. Special Education - Speech-language pathology assistant preK-12

A. The speech-language pathology assistant will provide speech-language pathology support under the direction and supervision of a speech-language pathologist.

B. Endorsement Requirements. The candidate must have:

1. Completed a baccalaureate degree in speech-language pathology or communication disorders from an accredited college or university; and

2. Completed a minimum of 500 clock hours in supervised education experiences for the job responsibilities and workplace behaviors of the speech-language pathology assistant. One-half of these hours must include observation experiences to include direct, on-site observation of an ASHA-certified speech-language pathologist. One half of these hours must include fieldwork experiences in a public school setting supervised by an ASHA-certified speech-language pathologist. One full year of successful, full-time experience as a speech-language pathology assistant under the supervision of a speech-language pathologist will be accepted in lieu of the supervised experience.

8VAC20-22-550. Special education visual impairments preK-12.

Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in special education visual impairments preK-12; or
2. Completed a major in special education visual impairments or 27 semester hours in education of students with visual impairments, including at least one course in foundations/legal aspects of special education; characteristics of persons with visual impairments; psychoeducational assessment and assessment for visual impairment; language/literacy skill development; Braille reading and writing; behavior management; transition; consultation; anatomy, physiology, and diseases of the eye; and instructional programming and methods, consistent with the above competencies.

8VAC20-22-560. Speech communication (add-on endorsement).

Endorsement requirements. The candidate must have:

1. A baccalaureate degree and an endorsement in a teaching area; and
2. A minimum of 15 semester hours in speech communication.

8VAC20-22-570. Theatre arts preK-12.

A. Endorsement requirements. The candidate must have:

1. Graduated from an approved teacher preparation program in theatre arts; or
2. Completed a major in theatre or 33 semester hours distributed among the following areas:
 - a. Directing: 6 semester hours;

- b. Technical theatre: 9 semester hours;
- c. Cultural context and theatre history: 3 semester hours;
- d. Performance: 6 semester hours; and
- e. Dramatic literature: 9 semester hours.

B. Add-on endorsement requirements in theatre arts preK-12. The candidate must have:

- 1. A baccalaureate degree and an endorsement in a teaching area; and
- 2. Completed 15 semester hours distributed in the following areas:
 - a. Directing: 3 semester hours;
 - b. Technical theatre: 3 semester hours;
 - c. Cultural context and theatre history: 3 semester hours; and
 - d. Performance: 6 semester hours.

8VAC20-22-580. Visual arts preK-12.

A. Endorsement requirements. The candidate must have:

- 1. Graduated from an approved teacher preparation program in visual arts; or
- 2. Completed a major in visual arts or 36 semester hours in art with course distribution in the following areas:
 - a. Two-dimensional media: 12 semester hours;
 - b. Three-dimensional media: 12 semester hours;
 - c. Cultural context and art history, judgment and criticism, and aesthetics: 9 semester hours; and
 - d. Related areas of the fine arts: 3 semester hours.

Part VI
Licensure Regulations Governing Support Personnel

8VAC20-22-590. Administration and supervision preK-12.

An endorsement in administration and supervision preK-12 consists of Level I, which is required to serve as a building-level administrator or central office supervisor, and Level II, which is an optional endorsement to which an experienced building-level administrator may aspire. Individuals must meet the requirements for the administration and supervision preK-12 endorsement through one of the three options listed in this section. A school leaders assessment prescribed by the Board of Education must be met for all individuals who are seeking an initial endorsement authorizing them to serve as principals and assistant principals in the public schools. Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.

A. Approved program route to Level I administration and supervision preK-12 endorsement. To become eligible for a Level I endorsement license under this option, the candidate must:

1. Hold a master's degree from a regionally accredited college or university;
2. Complete an approved program in administration and supervision from a regionally accredited college or university;
3. Complete a minimum of 320 clock hours of a deliberately structured and supervised internship that provides exposure to multiple sites (elementary, middle, high, central office, agency) with diverse student populations. These experiences shall be an integral component of a Virginia Board of Education approved preparation program. The internship must be focused on learning for all students and must occur in a public school or accredited nonpublic school; and
4. Satisfy the requirements for the school leaders licensure assessment prescribed by the Board of Education (Individuals seeking an initial administration and supervision endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education.)

B. Alternate route to Level I administration and supervision preK-12 endorsement. In order to be eligible for Level I endorsement license under this option, the candidate must:

1. Hold a master's degree from a regionally accredited college or university;
2. Complete graduate coursework addressing competencies in school law, evaluation of instruction, and other areas of study as required by an employing Virginia school superintendent;
3. Satisfy the requirements for the school leaders licensure assessment specified by the Board of Education; and
4. Be recommended by a superintendent in an employing Virginia school division.

C. Out-of-state administration and supervision license. The candidate must:

1. Hold a master's degree from a regionally accredited college or university; and
2. Hold a current, valid out-of-state license (full credential with an endorsement in administration and supervision).

D. Level II endorsement in administration and supervision preK-12. A building-level administrator may seek Level II endorsement in administration and supervision preK-12 after successfully serving as a building-level administrator for at least five years in a public school or accredited nonpublic school and successfully completing a formal induction program as a principal or assistant principal. In order to earn Level II endorsement, the candidate must meet two or more of the following criteria as specified by the Board of Education:

1. Evidence of improved student achievement;
2. Evidence of instructional leadership;
3. Evidence of positive effect on school climate or culture;
4. Earned doctorate in educational leadership OR evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership; or
5. Evidence of a completion of a high-quality professional development project designed by the division superintendent.

8VAC20-22-600. Division superintendent license.

An individual may be a candidate for the list of eligible division superintendents and the renewable Division Superintendent License through the completion of the requirements in one of the following four options:

1. Option one. The individual must:

- a. Hold an earned doctorate degree in educational administration or educational leadership from an accredited college or university; and
- b. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level.

2. Option two. The individual must:

- a. Hold an earned master's degree from an accredited college or university plus 30 completed hours beyond the master's degree;

b. Have completed requirements for administration and supervision preK-12 endorsement that includes the demonstration of competencies in the following areas:

(1) Knowledge and understanding of student growth and development, including:

(a) Applied learning and motivational theories;

(b) Curriculum design, implementation, evaluation and refinement;

(c) Principles of effective instruction, measurement, evaluation and assessment strategies;

(d) Diversity and its meaning for educational programs; and

(e) The role of technology in promoting student learning.

(2) Knowledge and understanding of systems and organizations, including:

(a) Systems theory and the change process of systems, organizations and individuals;

(b) The principles of developing and implementing strategic plans;

(c) Information sources and processing, including data collection and data analysis strategies;

(d) Learning goals in a pluralistic society; and

(e) Effective communication, including consensus building and negotiation skills.

(3) Knowledge and understanding of theories, models, and principles of organizational development, including:

(a) Operational procedures at the school and division/district level;

(b) Principles and issues of school safety and security;

(c) Human resources management and development, including adult learning and professional development models;

(d) Principles and issues related to fiscal operations of school management;

(e) Principles and issues related to school facilities and use of space;

(f) Legal issues impacting school operations and management; and

(g) Technologies that support management functions.

(4) Knowledge and understanding of the values and ethics of leadership, including:

(a) The role of leadership in modern society;

(b) Emerging issues and trends that impact the school community;

(c) Community resources and partnerships of school, family, business, government and higher education institutions;

(d) Community relations and marketing strategies and processes; and

(e) Conditions and dynamics of the diverse school community.

(5) Knowledge and understanding of the purpose of education and its role in a modern society, including:

(a) The philosophy and history of education; and

(b) Various ethical frameworks and professional ethics.

(6) Knowledge and understanding of principles of representative governance that undergird the system of American schools, including:

(a) The role of public education in developing and renewing a democratic society and an economically productive nation;

(b) The law as related to education and schooling;

(c) The political, social, cultural and economic systems and processes that impact schools;

(d) Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling;

(e) Global issues and forces affecting teaching and learning; and

(f) The importance of diversity and equity in a democratic society.

c. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision at the preK-12 level.

3. Option three. The individual must:

a. Hold an earned master's degree from an accredited college or university;

b. Hold a current, valid out-of-state license with an endorsement as a division/district superintendent; and

c. Have completed five years of educational experience in a public or accredited nonpublic school, two of which must be teaching experience at the preK-12 level and two of which must be in administration/supervision.

4. Option four. The individual must:

a. Hold a master's degree, or its equivalent, from an accredited college or university;

b. Have held a senior leadership position such as Chief Executive Officer or senior military officer; and

c. Be recommended by a school board interested in employing the individual as superintendent.

VAC 20-22-610. Mathematics specialist for elementary and middle education.

A. Endorsement requirements. The candidate must have:

1. Completed at least three years of successful classroom teaching experience in which the teaching of mathematics was an important responsibility; and
2. Graduated from an approved mathematics specialist preparation program (master's level); or completed a master's level program in mathematics, mathematics education, or related education field with 30 semester hours of graduate coursework in the competencies listed below, including at least 21 hours of coursework in undergraduate or graduate-level mathematics.
 - a. Understanding of the knowledge, skills, and processes of the Virginia Mathematics Standards of Learning and how curriculum may be organized to teach these standards to diverse learners;
 - b. Understanding of a core knowledge base of concepts and procedures within the discipline of mathematics, including the following strands: number systems and number theory; geometry and measurement; statistics and probability; and functions and algebra;
 - c. Understanding of the sequential nature of mathematics and the mathematical structures inherent in the content strands;
 - d. Understanding of the connections among mathematical concepts and procedures and their practical applications;
 - e. Understanding of and the ability to use the five processes — becoming mathematical problem solvers, reasoning mathematically, communicating mathematically, making mathematical connections, and using mathematical representations — at different levels of complexity;
 - f. Understanding of the history of mathematics, including the contributions of different individuals and cultures toward the development of mathematics and the role of mathematics in culture and society;
 - g. Understanding of major current curriculum studies and trends in mathematics;
 - h. Understanding of the role of technology and the ability to use graphing utilities and computers in the teaching and learning of mathematics;
 - i. Understanding of and the ability to select, adapt, evaluate and use instructional materials and resources, including professional journals and technology;
 - j. Understanding of and the ability to use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;
 - k. Understanding of and the ability to use strategies to teach mathematics to diverse learners;
 - l. Understanding of leadership skills needed to improve mathematics programs at the school and division levels, including the needs of high and low-achieving students and of strategies to challenge them at appropriate levels; child psychology, including personality and learning behaviors; educational measurement and evaluation; and effective professional development approaches; and
 - m. Understanding of an proficiency in grammar, usage, and mechanics and their

integration in writing.

8VAC20-22-620. Reading specialist.

Endorsement requirements. The candidate must have completed an approved graduate-level reading specialist approved preparation program (master's degree required) that includes course experiences of at least 30 semester hours of graduate coursework in the competencies for the endorsement, as well as a practicum experience in the diagnosis and remediation of reading difficulties. The individual also must have at least three years of successful classroom teaching experience in which the teaching of reading was an important responsibility.

8VAC20-22-630. School counselor preK-12.

Endorsement requirements.

1. Option I. The candidate must have:

a. An earned master's degree from an approved counselor education program which shall include at least 100 clock hours of clinical experiences in the preK-6 setting and 100 clock hours of clinical experiences in the grades 7-12 setting; and

b. Two years of successful, full-time teaching experience or two years of successful experience in guidance and counseling in a public or accredited nonpublic school. Two years of successful, full-time experience in guidance and counseling under an alternate route license may be accepted to meet this requirement.

2. Option II. The candidate must have:

a. An earned master's degree from an accredited college or university and certification from an approved counselor education program; and

b. Two years of successful, full-time teaching experience or two years of successful, full-time experience in guidance and counseling in a public or accredited nonpublic school. Two years of successful, full-time experience in guidance and counseling under a nonrenewable license may be accepted to meet this requirement.

8VAC20-22-640. School manager.

A. The school manager endorsement is intended to provide for the differentiation of administrative responsibilities in a school setting. A school manager is endorsed to administer non-instructional responsibilities in an educational setting. (For example, a

school manager is restricted from evaluating teachers, supervising instruction, developing and evaluating curriculum, and serving as a school's student disciplinarian.)

B. To earn a school manager endorsement, the candidate must:

1. Hold a baccalaureate degree from a regionally accredited college or university;
2. Have three years successful managerial experience; and
3. Be recommended for the endorsement by a Virginia school division superintendent.

8VAC20-22-650. School psychology.

Endorsement requirements.

1. Option I. The candidate must complete:

- a. An approved program in school psychology;
- b. Sixty graduate hours which culminate in at least a master's degree; and
- c. An internship that is documented by the degree granting institution. No more than 12 hours of internship can be counted toward the 60 graduate semester hours required for licensure. The internship experience shall occur on a full-time basis over a period of one year or on a half-time basis over a period of two consecutive years. The internship shall occur under conditions of appropriate supervision, i.e., school-based supervisor shall hold a valid credential as a school psychologist and non-school based supervisor shall be an appropriately credentialed psychologist. The internship shall include experiences at multiple age levels, at least one half of which shall be in an accredited schooling setting.

2. Option II. The candidate must hold a certificate issued by the National School Psychology Certification Board.

8VAC20-22-660. School social worker.

Endorsement requirements.

1. Option I. The candidate must have:

- a. An earned master's of social work from an accredited college or university school of social work with a minimum of 60 graduate semester hours;
- b. A minimum of six graduate semester hours in education; and

c. Completed a supervised practicum or field experience of a minimum of 400 clock hours in a public or accredited nonpublic school discharging the duties of a school social worker.

2. Option II. The candidate must have:

a. An earned master's of social work from an accredited college or university school of social work with a minimum of 60 graduate semester hours;

b. A minimum of six graduate semester hours in education; and

c. One year of successful full-time supervised experience as a school social worker in a public or accredited nonpublic school.

8VAC20-22-670. Special education: speech-language disorders preK-12.

Endorsement requirements. The candidate must have:

1. An earned master's degree in speech-language pathology from an accredited institution; or

2. A current license in speech pathology issued by the Virginia Board of Examiners for Audiology and Speech Pathology.

8VAC20-22-680. Vocational evaluator.

Endorsement requirements.

1. Option I. The candidate must be certified as a Vocational Evaluation Specialist (CVE), meeting all standards and criteria of the Commission on Certification of Work Adjustment and Vocational Evaluation Specialist (CCWAVES).

2. Option II. The candidate must have a master's degree in vocational evaluation, career and technical education, special education, or rehabilitation counseling and completed 15 graduate semester hours distributed in the following areas:

a. Tests and measurements: 3 semester hours;

b. Medical and educational aspects of disability: 3 semester hours;

c. Occupational information and job analysis: 3 semester hours;

d. Purposes/practices of vocational evaluation: 3 semester hours; and

e. Career/life planning/transition services: 3 semester hours.

Part VII
Revocation, Cancellation, Suspension, Denial, and
Reinstatement of Teaching Licenses

8VAC20-22-690. Revocation.

A. A license issued by the Board of Education may be revoked for the following reasons:

1. Obtaining or attempting to obtain such license by fraudulent means or through misrepresentation of material facts;
2. Falsification of school records, documents, statistics, or reports;
3. Conviction of any felony;
4. Conviction of any misdemeanor involving moral turpitude;
5. Conduct, such as immorality, or personal condition detrimental to the health, welfare, discipline, or morale of students or to the best interest of the public schools of the Commonwealth of Virginia;
6. Misapplication of or failure to account for school funds or other school properties with which the licensee has been entrusted;
7. Acts related to secure mandatory tests as specified in §22.1-292.1 of the Code of Virginia;
8. Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by Section 22.1-279.3:1 of the Code of Virginia. Any person whose administrative or teaching license is suspended or revoked by the Board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth;
or
9. Other good and just cause of a similar nature.

B. Procedures.

1. Submission of complaints. A complaint may be filed by anyone, but it shall be the duty of a division superintendent, principal or other responsible school employee to file a complaint in any case in which he has knowledge that a holder of a license is

guilty of any offense set forth in subsection A of this section. The person making the complaint shall submit it in writing to the appropriate division superintendent.

2. Action by division superintendent; investigation. Upon receipt of the complaint against the holder of a license, a division superintendent or his duly authorized representative shall investigate the charge. If, on the basis of such investigation, the division superintendent finds the complaint to be without merit, he shall so notify the complaining party or parties in writing and then close his file on the matter. This action shall be final unless the local school board, on its own motion, votes to proceed to a hearing on the complaint or unless circumstances are present making subsection A of this section applicable.

C. Petition for revocation. Should the division superintendent or local school board conclude that there is reasonable cause to believe that a complaint against the holder of a license is well founded, the teacher shall be notified of the complaint by a written petition for revocation of a license signed by the division superintendent. A copy of such petition shall be sent by certified mail, return receipt requested, to the teacher's last known address. If not otherwise known, the last known address shall be the address shown in the records of the Department of Education.

D. Form of petition. The petition for the revocation of a license shall set forth:

1. The name and last known address of the person against whom the petition is being filed;
2. The social security number of and the type of license held by the person against whom the petition is being filed;
3. The offenses alleged and the specific actions that comprise the alleged offenses;
4. The name and address of the party filing the original complaint against the license holder;
5. A copy of the regulations containing a statement of the rights of the person charged under this chapter; and
6. Any other pertinent information.

E. Filing of petition. The original petition shall be entered in the files of the local school board where the license holder is employed.

F. Response to petition. The license holder shall present his written answer to the petition, if any, within 14 days after the date of service of the petition as certified by the United States Postal Service.

1. If the teacher responding to the petition states that he does not wish to contest the charges, he may voluntarily return the license to the division superintendent with a written, signed statement requesting cancellation. The Superintendent of Public Instruction is authorized, upon receipt of the license holder's written, signed request from the division superintendent, to cancel the license.

2. If the license holder files a written answer admitting the charges, or refuses to accept the copy of the petition from the postal authorities, or fails to file a written answer within 14 days after service of the petition or has failed to provide postal authorities with a forwarding address so that the petition can be delivered, the local school board shall proceed to a hearing as described in subdivisions 3 and 4 of this subsection.

3. If the license holder files his written answer denying the charges in the petition, the local school board shall provide a hearing at the time and place of its regular meeting or at such other reasonable time and place it may specify. The license holder or his representative, if any, shall be given at least 14 days' notice of the hearing.

4. Following the hearing, the local school board shall receive the recommendation of the division superintendent and then either dismiss the charges or make such recommendations as it deems appropriate relative to revocation of a license. A decision to dismiss the charges shall be final, except as specified in subsection G of this section, and the investigative file on the charges shall be closed and destroyed or maintained as a separate sealed file under provision of the Code of Virginia. Any record or material relating to the charges in any other file shall be removed or destroyed. Should the local school board recommend the revocation or suspension of a license, this recommendation, along with the investigative file, shall promptly be forwarded by the division superintendent to the Superintendent of Public Instruction.

G. Revocation on motion of the Board of Education. The Board of Education reserves the right, in situations not covered by this chapter, to act directly in revoking a license. No such revocation will be ordered without the involved license holder being given the opportunity for the hearing specified in 8VAC20-22-740B.

H. Reinstatement of license. A license that has been revoked may be reinstated by the Board of Education after five years if the board is satisfied that reinstatement is in the best interest of the former license holder and the public schools of the Commonwealth of Virginia. The individual must apply to the board for reinstatement. Notification to all appropriate parties will be communicated in writing by the state agency.

8VAC20-22-700. Cancellation.

A. A license may be canceled by voluntary return by the individual, or for reasons listed under 8VAC20-22-690A or for the following reason:

The teacher in his answer to the petition, as described in 8VAC20-22-690 F 1, states that he does not wish to contest the charges. Reasons for cancellation are the same as those listed under 8VAC20-22-690A.

B. Procedures. The individual may voluntarily return the license to the division superintendent with a written, signed statement requesting cancellation. The Superintendent of Public Instruction is authorized upon receipt of the license holder's written and signed request from the division superintendent to cancel the license. However, no such cancellation will be made without the involved license holder being given the opportunity for a hearing, as specified in 8VAC20-22-750.

C. Reinstatement of license. A license that has been returned for cancellation may be reissued using the normal procedure for application if the board is satisfied that reinstatement is in the best interest of the former license holder and the public schools of the Commonwealth of Virginia. The individual must apply to the board for reinstatement. Notification to all appropriate parties will be communicated in writing by the Department of Education.

8VAC20-22-710. Suspension.

A. A license may be suspended for the following reasons:

4. Physical, mental, or emotional incapacity as shown by a competent medical authority;
3. Incompetence or neglect of duty;
4. Failure or refusal to comply with school laws and regulations, including willful violation of contractual obligations;
5. Acts related to secure mandatory tests as specified in §22.1-292.1 of the Code of Virginia;
6. Knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes such drugs to be procured, sold, or administered to a student who is a member of a school athletic team, or fails to report the use of such drugs by a student to the school principal and division superintendent as required by Section 22.1-279.3:1 of the Code of Virginia. Any person whose administrative or teaching license is suspended or revoked by the Board pursuant to this section shall be ineligible for three school years for employment in the public schools of the Commonwealth; or

7. Other good and just cause of a similar nature.

B. Procedures.

1. Submission of complaints. A complaint may be filed by anyone, but it shall be the duty of a division superintendent, principal, or other responsible school employee to file a complaint in any case in which he has knowledge that a holder of a license is guilty of any offense set forth in subsection A of this section. The person making the complaint shall submit it in writing to the appropriate division superintendent.

2. Action by division superintendent; investigation. Upon receipt of the complaint against the holder of a license, a division superintendent or his duly authorized representative shall investigate the charge. If, on the basis of such investigation, the division superintendent finds the complaint to be without merit, he shall so notify the complaining party or parties in writing and then close his file on the matter. This action shall be final unless the local school board on its own motion votes to proceed to a hearing on the complaint or unless circumstances are present making subsection C of this section applicable.

C. Petition for suspension. Should the division superintendent or local school board conclude that there is reasonable cause to believe that a complaint against the holder of a license is well founded, the teacher shall be notified of the complaint by a written petition for suspension of a license signed by the division superintendent. A copy of such petition shall be sent by certified mail, return receipt requested, to the teacher's last known address. If not otherwise known, the last known address shall be the address shown in the records of the Department of Education.

D. Form of petition. The petition for the suspension of a license shall set forth:

1. The name and last known address of the person against whom the petition is being filed;

2. The social security number and the type of license held by the person against whom the petition is being filed;

3. The offenses alleged and the specific actions that comprise the alleged offenses;

4. The name and address of the party filing the original complaint against the license holder;

5. A statement of the rights of the person charged under this chapter; and

6. Any other pertinent information.

E. Filing of petition. The original petition shall be entered in the files of the local school board where the license holder is employed.

F. Response to petition. The license holder shall present his written answer to the petition, if any, within 14 days after the date of service of the petition as certified by the United States Postal Service.

1. If the teacher responding to the petition states that he does not wish to contest the charges, he may voluntarily return his license to the division superintendent with a written and signed statement requesting suspension. The Superintendent of Public Instruction is authorized, upon receipt of the license holder's written, signed request from the division superintendent, to cancel the license.

2. If the license holder files a written answer admitting the charges, or refuses to accept the copy of the petition from the postal authorities, or fails to file a written answer within 14 days after service of the petition, or has failed to provide postal authorities with a forwarding address so that the petition can be delivered, the local school board shall proceed to a hearing as described in subdivisions 3 and 4 of this subsection.

3. If the license holder files his written answer denying the charges in the petition, the local school board shall provide a hearing at the time and place of its regular meeting or at such other reasonable time and place it may specify. The license holder or his representative, if any, shall be given at least 14 days' notice of the hearing.

4. Following its hearing, the local school board shall receive the recommendation of the division superintendent and then either dismiss the charges or make such recommendations relative to suspension of a license as it deems appropriate. A decision to dismiss the charges shall be final, except as specified in subsection G of this section, and the file on the charges shall be closed and all materials expunged. Should the local school board recommend the suspension of a license, this recommendation, along with supporting evidence, shall promptly be forwarded by the division superintendent to the Superintendent of Public Instruction.

G. Suspension on motion of Board of Education. The Board of Education reserves the right, in situations not covered by this chapter, to act directly in suspending a license. No such suspension will be ordered without the involved license holder being given the opportunity for the hearing as specified in 8VAC20-22-740B.

H. Reinstatement of license. A license may be suspended for a period of time not to exceed five years. The license may be reinstated by the Department of Education, upon request, with verification that all requirements for license renewal have been satisfied. The individual must apply to the board for reinstatement. Notification to all appropriate parties will be communicated in writing by the Department of Education.

8VAC20-22-720. Denial.

A. A license may be denied for the following reasons:

1. Attempting to obtain such license by fraudulent means or through misrepresentation of material facts;
2. Falsification of records or documents;
3. Conviction of any felony;
4. Conviction of any misdemeanor involving moral turpitude;
5. Conduct, such as immorality, or personal condition detrimental to the health, welfare, discipline, or morale of students or to the best interest of the public schools of the Commonwealth of Virginia;
6. Revocation, suspension, or invalidation of the license by another state or territory;
or
7. Other good and just cause of a similar nature.

B. Expired license. The holder of a license that has expired may be denied renewal or reinstatement by the Superintendent of Public Instruction for any of the reasons specified in 8VAC20-22-690A. No such denial will be ordered unless the license holder is given the opportunity for the hearing specified in 8VAC20-22-740B.

8VAC20-22-730. Right to counsel and transcript.

A license holder shall have the right, at his own expense, to be represented by counsel of choice at the local school board hearing provided for in 8VAC20-22-690 F or in the proceedings before the Board of Education, as specified in 8VAC20-22-740A and B. Counsel may, but need not, be an attorney. Any such hearing before a local school board and any hearing before the Board of Education shall be recorded; and, upon written request, the party charged shall be provided a hearing transcript without charge.

8VAC20-22-740. Action by the State Superintendent of Public Instruction and the Board of Education.

A. Upon receipt of the complaint from the local school division, the Superintendent of Public Instruction will ensure that an investigative panel at the state level reviews the petition. The panel shall consist of three to five members selected by the Assistant Superintendent of Teacher Education and Licensure of the Virginia Department of Education. The license holder should be notified within 14 days of the receipt of the complaint to the Department of Education as to the date, time, and location of the hearing. Both parties, the local school division and the license holder, are entitled to be present with

counsel if so desired. Individuals requesting a license or the continuation of a license must appear before the Superintendent's Investigative Panel. The recommendation of the state-level panel is made to the State Superintendent of Public Instruction for presentation to the State Board of Education. The superintendent shall then present his report to the Board of Education or its duly designated committee at one of its duly scheduled meetings. The license holder shall be given at least 14 days notice (in the manner specified in 8VAC20-22-690F) of the date on which the Superintendent of Public Instruction's report will be continued, where necessary, from one meeting of the Board of Education or committee to another.

B. The State Superintendent of Public Instruction is authorized to approve the issuance of licenses for individuals who have misdemeanor convictions related to drugs based on a review of the cases. No individual would be denied a license without a hearing of the Board of Education as required in Section 8 VAC 20-22-740B.

C. Hearing. The Board of Education, or its duly designated committee, shall receive and consider the report of the Superintendent of Public Instruction and such relevant and material evidence as the license holder may desire to present at the hearing. At the conclusion of the hearing, the Superintendent of Public Instruction may recommend the action --revocation or suspension --that should be taken by the Board of Education. The Board of Education will then enter its order within 14 days after the hearing has concluded. This order will contain findings of fact either sustaining or dismissing the complaint.

D. Decision not to revoke or suspend. If the decision of the Board of Education is not to revoke or suspend the license, the license holder and the principal complainants will be so notified and the Board of Education's file and any other record or material will be removed or destroyed.

E. Decision to revoke or suspend. If the decision of the Board of Education is to revoke or suspend the license, a written order will be entered in the minutes of the meeting at which the matter was decided. A copy of this order will be sent to the license holder and the principal complainants.

8VAC20-22-750. Right of license holder to appear at hearing.

A license holder shall have the right to appear in person at the hearings held by the local school board, Board of Education, or board committee described in this part unless he is confined to jail or a penal institution. The local school board or Board of Education, at its discretion, may continue such hearings for a reasonable time if the license holder is prevented from appearing in person for reasons such as documented medical or mental impairment.

8VAC20-22-760. Notification.

Notification of the revocation, denial, or reinstatement of a license shall be made by the Superintendent of Public Instruction, or his designee, to division superintendents in Virginia and to chief state school officers of the other states and territories of the United States.

Board of Education Agenda Item

Item: _____ C. _____

Date: _____ July 27, 2005 _____

Topic: Final Review of a Recommendation from the Advisory Board on Teacher Education and Licensure (ABTEL) to Establish a Cut-Score on the Virginia Reading Assessment, Effective July 1, 2006

Presenter: Dr. Thomas A. Elliott, Assistant Superintendent, Division of Teacher Education and Licensure

Telephone Number: (804) 371-2522

E-Mail Address: Thomas.Elliott@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by
_____ State or federal law or regulation
X Board of Education regulation
_____ Other: _____

X Action requested at this meeting:

_____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_____ No previous board review/action

X Previous review/action

Date: June 22, 2005

Action: The Board of Education accepted this item for first review during its regular meeting on June 22, 2005.

Background Information:

House Joint Resolution Number 794 (HJR 794), agreed to by the 2001 session of the Virginia General Assembly, requested the Department of Education, in cooperation with the State Council of Higher Education for Virginia, to study the proficiency of Virginia teachers in teaching systematic explicit phonics. A series of initiatives by the Advisory Board on Teacher Education and Licensure (ABTEL) and the Board of Education confirmed the need for consistent instruction in reading for persons aspiring to teach, as well as those already in classrooms.

On April 29, 2003, the Board of Education adopted a Resolution to Enhance the Teaching of Reading in Virginia. One goal of the plan to implement that resolution was to develop a reading assessment aligned with the Virginia Standards of Learning and the National Reading Panel's five key components of effective reading instruction – phonics, phonemic awareness, vocabulary, comprehension and fluency. That goal will be achieved through the requirement and administration of the Virginia Reading Assessment (VRA). Additionally, the test will help identify those teaching candidates who have the

knowledge and skills that are important for performing the job of teaching reading as an elementary (prek-3 or prek-6) teacher or a special education teacher. Additionally, the test will determine the proficiency level of reading specialists seeking an endorsement to serve in Virginia public schools.

As a requirement of the Board of Education in adopting the resolution to enhance the teaching of reading and the development of a reading test, it was agreed that the period between July 1, 2004, to June 30, 2006, the Virginia Reading Assessment would be required of all candidates applying for initial licensure with endorsements in the areas of Early/Primary PreK-3, Elementary Education PreK-6, Special Education areas including Emotional Disturbances, Learning Disabilities, Mental Retardation, Hearing Impairments, Visual Impairments, and individuals seeking an endorsement as a Reading Specialist.

Summary of Major Elements:

The Virginia Reading Assessment was developed by National Evaluation Systems (NES), Inc., in cooperation with Virginia educators and the Virginia Department of Education. The VRA program includes two tests: the Virginia Reading Assessment for Elementary and Special Education Teachers, and the Virginia Reading Assessment for Reading Specialists. The tests have been designed and developed to be fully aligned with the English Standards of Learning for Virginia Public Schools (SOL), the reading competencies contained in the *Virginia Licensure Regulations for School Personnel*, and with the National Reading Panel's five key components of effective reading instruction--phonics, phonemic awareness, vocabulary, comprehension, and fluency.

The Advisory Board on Teacher Education and Licensure (ABTEL) received a validation and standard-setting report, *The Virginia Reading Assessment for Elementary and Special Education Teachers and the Virginia Reading Assessment for Reading Specialists* for discussion and action at its May 10, 2005, meeting. Copies of the validation and standard-setting report are available from the Division of Teacher Education and Licensure, Department of Education.

In addition, ABTEL received a presentation on the data contained in the report and discussed the recommended cut-score from the validation and standard-setting panel, the pass rate data collected by NES over the past year, the need for possible adjustments based on measurement error, and input received from Virginia educators serving on the Performance Standard-Setting Panel.

Using methods typically employed in large-scale testing, a raw score was calculated for each of the two sections of the test based on the individual item ratings. The raw score was converted to a scaled score of 100-300. The total test scaled score was determined by combining the two sections of scaled scores. Candidates' passing status is based on their total test scaled score.

After the presentation by NES, ABTEL referred the report to the Teacher Education Committee to develop a recommended cut-score for consideration by the full board. The Teacher Education Committee recommended that passing scores for the VRA be established as follows: 235 for elementary and special education teachers and 245 for reading specialists.

For the VRA for elementary and special education teachers, cut-scores from the two sections were combined for a total cut-score of 70. This score was converted to a scaled score of 235. Based on a recommended cut-score of 235, of the 1492 individuals who took the VRA through January 2005, 73 percent would pass at this level. For the VRA for reading specialists, cut-scores from the two sections were combined for a total cut-score of 78, representing a scaled score of 245. Based on a recommended

cut-score of 245, of the 119 individuals who took the VRA through January 2005, 68 percent would pass at this level. The committee recommendation was adopted by the ABTEL.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education grant final approval of the Advisory Board on Teacher Education and Licensure recommendation to establish cut-scores for the Virginia Reading Assessments for elementary and special education teachers at 235 and for reading specialists at 245, effective July 1, 2006.

Impact on Resources:

Costs associated with meeting the reading requirement for initial licensure will be the responsibility of the individual seeking a license.

Timetable for Further Review/Action:

Annually, the Board of Education will receive reports on the passing rates on the reading tests as a part of the education program review and approval regulations and the Title II reporting requirements.

Board of Education Agenda Item

Item: _____ D. _____

Date: _____ July 27, 2005 _____

Topic: First Review of Appointments to the Advisory Board on Teacher Education and Licensure (ABTEL), July 1, 2005 to June 30, 2008

Presenter: Dr. Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: (804) 371-2522

E-Mail Address: Thomas.Elliott@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

 x Board review required by

_____ State or federal law or regulation

 x Board of Education regulation

_____ Other: _____

 x Action requested at this meeting _____ Action requested at future meeting: _____
(date)

Previous Review/Action:

 x No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

The Advisory Board on Teacher Education and Licensure, a nineteen-member board, advises the Board of Education and submits recommendations on policies applicable to the qualifications, examination, licensure, and regulation of school personnel including revocation, suspension, denial, cancellation, reinstatement, and renewal of licenses, fees for processing applications, standards for the approval of preparation programs, reciprocal approval of preparation programs, and other related matters as the Board of Education may request or the Advisory Board may deem necessary.

Members of the Advisory Board on Teacher Education and Licensure (ABTEL) are appointed for three-year terms. Appointed members are eligible for reappointment by the Board of Education for a second three-year term. On June 30, 2004, the advisory board will have five

vacancies. There are three requests for reappointments and five vacancies on the advisory board in the following categories as specified in the Code of Virginia:

Reappointments:

- Linda W. Kelly, Secondary Career and Technical Education Teacher
- Dr. Nancy M. Davenport, School Administrator
- Rena White, Parent Teacher Association

Vacancies:

- Elementary School Classroom Teacher
- Middle School Classroom Teacher
- Middle School Classroom Teacher (Special Education)
- Secondary School Classroom Teacher
- School Personnel Administrator

Summary of Major Events:

The following nominations were established from the Superintendent's Exemplary Teacher Database that includes regional and state teachers of the year, Milken Educator Award recipients and other distinguished classroom teachers. Nominations were also received from professional organizations including the Virginia Association of School Personnel Administrators and the Virginia PTA. A summary of the department's proposed nominations is below. Biographical information on each nominee's educational philosophy and perspectives on teacher education and licensure is available from the Division of Teacher Education and Licensure in the Department of Education.

Category of ABTEL Representation	Nominees
Elementary School Teacher	Lisa Bowman Teacher Burnt Chimney Elementary School Franklin County Public Schools
Middle School Teacher	Jeffrey A. Arco Teacher Stonewall Jackson Middle School Hanover County Public Schools
Secondary Classroom Teacher	Robin D. Smith Teacher Commonwealth Governor's School Stafford County Public Schools

School Personnel Administrator	Dr. Betty E. Hobbs Assistant Superintendent, Personnel Services Arlington County Public Schools
Middle School Teacher (Special Education)	Mary Kolman Special Education Teacher Stuarts Draft Middle School Augusta County Public Schools
Reappointments	
Secondary Classroom Teacher (Career and Technical Education)	Linda W. Kelly Smyth County Public Schools
Parent Teacher Association	Rená White Richmond, Virginia
School Administrator	Dr. Nancy M. Davenport Principal Kingston Elementary School Virginia Beach City Schools

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and appoint the following individuals to the Advisory Board on Teacher Education and Licensure for the term of July 1, 2005 to June 30, 2008:

Reappointments Recommended:

- Linda W. Kelly, Smyth County Public Schools (Secondary Classroom Teacher, Career and Teacher Education)
- Dr. Nancy M. Davenport, Virginia Beach City Public Schools (School Administrator)
- Rena White, Richmond, Virginia (Parent Teacher Association)

Nominations to Fill Vacancies:

- Lisa Bowman, Franklin County Public Schools (Elementary Classroom Teacher)
- Jeffrey A. Arco, Hanover County Public Schools (Middle School Classroom Teacher)

Nominations to Fill Vacancies (continued):

- Mary Kolman, Augusta County Public Schools (Middle School Classroom Teacher of Special Education)
- Robin D. Smith, Stafford County Public Schools (Secondary School Classroom Teacher)
- Dr. Betty E. Hobbs, Assistant Superintendent for Personnel Services, Arlington County Public Schools (School Administrator)

Impact on Resources: Expenses incurred for required meetings as stipulated in the Code of Virginia for the Advisory Board on Teacher Education and Licensure are reimbursed by the Department of Education.

Timetable for Further Review/Action: Annually the Board of Education is requested to appoint new members to ABTEL.

<p style="text-align: center;">ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE (ABTEL)</p>

Reappointments:

Dr. Nancy M. Davenport
Virginia Beach City
Represents: School Administrator

Rená White
Richmond City
Represents: Parent Teacher Association

Linda Kelly
Smyth County
Represents: Secondary Classroom Teacher
(Career and Technical Education)

Nominees:

Jeffrey A. Arco
Hanover County
Represents: Middle School Teacher
Term: 7/01/05 to 6/30/08

Mary Kolman
Augusta County
Represents: Middle School Teacher
(Special Education)
Term: 7/01/05 to 6/30/08

Lisa Bowman
Franklin County
Represents: Elementary School Teacher
Term: 7/01/05 to 6/30/08

Robin D. Smith
Stafford County
Represents: Secondary Classroom
Teacher
Term: 7/01/05 to 6/30/08

Dr. Betty E. Hobbs
Arlington County
Represents: School Personnel
Administrator
Term: 7/01/05 to 6/30/08

Current Members:

Rene Massey Ashjian
Glen Allen
Represents: Business Community
Term: 7/01/03 to 6/30/06

Sharon L. Condrey
Chesterfield
Represents: Classroom Teacher
(Elementary)
Term: 7/01/03 to 6/30/06

Cynthia D. Baird
Prince William County
Represents: Classroom Teacher
(Secondary)
Term: 7/01/03 to 6/30/06

Dr. Ronald E. Diss
Wise County
Represents: Higher Education
(Independent)
Term: 7/01/03 to 6/30/06

Dr. William H. Graves, III
Norfolk City
Represents: Higher Education (Public)
Term: 7/01/03 to 6/30/06

James B. Scott
Scott County
Represents: Division Superintendent
Term: 7/01/03 to 6/30/06

Margaret Shibley Gray
Richmond City
Represents: Nonpublic School
(Secondary)
Term: 7/01/01 to 6/30/07

Sandra Smith-Jones
Virginia Beach City
Represents: School Board Member
Term: 7/01/04 to 6/30/07

Rebecca Hill
Rockbridge County
Represents: Classroom Teacher (Middle)
Term: 7/01/03 to 6/30/06

Gloria J. Talbott
Charlotte County
Represents: At Large
Term: 7/01/04 to 06/30/07

Cheryl Lightfoot
Louisa County
Represents: Classroom Teacher
(Elementary)
Term: 7/01/01 to 6/30/07

Board of Education Liaison:

Dr. Ella P. Ward
Chesapeake City

Ex-Officio Members:

Dr. Gary Krapf
State Council of Higher Education for
Virginia

Dr. Susan S. Wood
Virginia Community College System

Department of Education:

Dr. JoAnne Y. Carver
Liaison for Teacher Education

Dr. Thomas A. Elliott
ABTEL Liaison

Mrs. Patty S. Pitts
Liaison for Professional Licensure

Board of Education Agenda Item

Item: E.

Date: July 27, 2005

Topic: First Review of Proposed Legislation Related to the Recommendation of the Special Committee of the Board of Education to Study and Make Recommendations Relative to Teacher Licensure Assessments

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

Telephone Number: (804) 225-2403 E-Mail Address: Anne.Wescott@doe.virginia.gov

Origin:

 Topic presented for information only (no board action required)

X Board review required by

 State or federal law or regulation

 Board of Education regulation

X Other: Article VII of the Board by-laws

 Action requested at this meeting

X Action requested at future meeting: September 21, 2005

Previous Review/Action:

 No previous board review/action

X Previous review/action

date June 22, 2005

action Approval of the recommendation from the Special Committee

Background Information: The Special Committee of the Board of Education to Study and Make Recommendations Relative to Teacher Licensure Assessments recommended that the Board of Education prescribe the following professional teacher's examinations for initial licensure in Virginia:

1. Literacy and Communications Skills Assessment;
2. Praxis II (content assessment); and
3. Virginia Reading Assessment (if applicable).

At the June 22, 2005 meeting, the steps necessary to implement the Special Committee's recommendation were set forth. Amendments to the Code of Virginia are necessary in order to clarify that an individual must take an assessment of basic skills (Praxis I, SAT, or ACT) in order to be admitted into an education preparation program, and that professional teacher's assessments (Literacy

and Communications Skills Assessment; Praxis II (content assessment); and, if applicable, the Virginia Reading Assessment) are required for licensure.

Summary of Major Elements: The proposed legislation includes the following changes:

- The current provisions, as found in § 22.1-298 and § 23-9.2:3.4, would be reorganized and edited for clarity.
- A new section, § 22.1-298.1, would be added to address regulations governing education preparation programs. The current § 22.1-298 would address regulations governing licensure.
- A definition section would be added to § 22.1-298 and § 22.1-298.1.
- The definitions would differentiate between assessments of basic skills (Praxis I, SAT, or ACT) that must be taken prior to admission into an approved education preparation program, and professional teacher's assessments (Literacy and Communications Skills Assessment; Praxis II (content assessment); and, if applicable, the Virginia Reading Assessment) required for licensure.
- Language would clarify that licensure by reciprocity does not require the individual to take and pass a basic skills assessment, but professional teacher's assessments would be required.
- There is a provision to allow the Board to prescribe other provisions for reciprocity in its regulations.
- Language would specify that approved education preparation programs must meet the requirements for both accreditation and program approval.
- The current provision that would prohibit an approved education preparation program from denying a candidate for admission into the program solely on the basis of failing the basic skills assessment would be amended. The revised language would permit approved education preparation programs to deny admission to a candidate who fails the basic skills assessment. However, if the candidate is enrolled in the program, the candidate must be given the opportunity to address any deficiencies.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the proposed revisions for first review.

Impact on Resources: The impact on resources is not expected to be significant.

Timetable for Further Review/Action: This item will be presented to the Board of Education for final review and adoption at the September 21, 2005 meeting.

1 **~~22.1-298. Regulations governing licensure.~~**

2 ~~A. The Board of Education shall, by regulation, prescribe the requirements for licensure~~
3 ~~of teachers. Regardless of the authority of any other agency of the Commonwealth to~~
4 ~~approve educational programs, only the Board of Education shall have the authority~~
5 ~~to license teachers to be regularly employed by school boards, including those~~
6 ~~teachers employed to provide nursing education.~~

7 ~~B. Such regulations shall include requirements that:~~

8 ~~1. Every teacher seeking initial licensure take a professional teacher's examination~~
9 ~~prescribed by the Board;~~

10 ~~2. Persons seeking licensure on and after July 1, 2000, complete study in attention~~
11 ~~deficit disorder and gifted education, including the use of multiple criteria to~~
12 ~~identify gifted students;~~

13 ~~3. Persons seeking initial licensure on and after July 1, 2002, complete study in,~~
14 ~~among other things, (i) methods of improving communication between schools~~
15 ~~and families; (ii) ways of increasing family involvement in student learning at~~
16 ~~home and in school; and (iii) the Standards of Learning;~~

17 ~~4. Persons seeking licensure with endorsements as teachers of the blind and visually~~
18 ~~impaired on and after July 1, 2000, demonstrate proficiency in reading and~~
19 ~~writing Braille;~~

20 ~~5. Persons seeking initial licensure on and after July 1, 2003, complete study in~~
21 ~~instructional methods tailored to promote student academic progress and effective~~
22 ~~preparation for the Standards of Learning end of course and end of grade~~
23 ~~assessments;~~

24 ~~6. Persons seeking licensure renewal on and after July 1, 2004, receive training in~~
25 ~~instructional methods tailored to promote student academic progress and effective~~

26 ~~preparation for the Standards of Learning end-of-course and end-of-grade~~
27 ~~assessments;~~

28 ~~7. On and after July 1, 2003, persons seeking initial licensure or license renewal as~~
29 ~~teachers demonstrate proficiency in the use of educational technology for~~
30 ~~instruction; and~~

31 ~~8. On and after July 1, 2004, persons seeking initial licensure as teachers and~~
32 ~~persons seeking licensure renewal as teachers for the first time after such date~~
33 ~~complete study in child abuse recognition and intervention in accordance with~~
34 ~~curriculum guidelines developed by the Board of Education in consultation with~~
35 ~~the Department of Social Services that are relevant to the specific teacher~~
36 ~~licensure routes.~~

37 ~~C. Notwithstanding any provision of law to the contrary, the Board may provide for the~~
38 ~~issuance of a provisional license, valid for a period not to exceed three years, to any~~
39 ~~person who does not meet the requirements of this section or any other requirement~~
40 ~~for licensure imposed by law.~~

41 ~~D. The Board's licensure regulations shall also establish criteria and a procedure to allow~~
42 ~~persons seeking initial licensure as teachers through an alternative route as defined in~~
43 ~~Board regulations to substitute experiential learning in lieu of coursework.~~

44 ~~E. The Board's licensure regulations shall also require that licensure for superintendents~~
45 ~~and principals, on and after July 1, 2000, be contingent upon acquiring the skills~~
46 ~~established in the Board's leadership standards.~~

47 ~~In addition, the Board's licensure regulations shall also require that, on and after July~~
48 ~~1, 2005, initial licensure for principals and other school leaders, as may be determined~~
49 ~~by the Board, be contingent upon passage of the School Leader's Licensure~~
50 ~~Assessment.~~

~~F. Persons seeking initial licensure who graduate from Virginia institutions of higher education shall, on and after July 1, 2002, only be licensed as instructional personnel by the Board of Education if the endorsement areas offered at such institutions have been assessed by a national accrediting agency or by a state approval process, with final accreditation by the Board of Education.~~

~~G. The Board shall prescribe a professional teacher's examination for administration by Virginia's public institutions of higher education as provided in § [23-9.2:3.4](#) to persons seeking entry into teacher education programs in such public institutions and shall establish a minimum passing score for such examination. The examination shall be sufficiently rigorous and the minimum score set as necessary to ensure that candidates have adequate academic and professional preparation to teach.~~

~~Candidates who fail to achieve the minimum score established by the Board shall not be denied entrance into the relevant teacher education programs solely on the basis of such failure and shall have the opportunity to address any deficiencies if enrolled in such program.~~

~~The Board of Education, in consultation with the State Council of Higher Education, shall develop guidelines for performance reports to be submitted by the public institutions of higher education pursuant to § [23-9.2:3.4](#). Such reports shall include annual data on the pass rates, by institution, of graduates of Virginia's institutions of higher education taking the state licensure examination and shall not include any information identifying individual graduates.~~

~~H. The Board's licensure regulations shall also provide for licensure by reciprocity:~~

~~1. With comparable endorsement areas for those individuals holding a valid out-of-state teaching license and national certification from the National Board for Professional Teaching Standards or a nationally recognized certification program approved by the Board of Education. The application for such individuals shall require evidence of such valid licensure and national certification and shall not require official student transcripts; and~~

2. ~~For individuals who have obtained a valid out of state license that is in force at the time the application for a Virginia license is made. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. A professional teacher's assessment for the purpose set forth in subsection G of this section and service requirements shall not be imposed for these licensed individuals.~~

I. ~~Notwithstanding the provisions of this section and the Board's authority to license teachers, local school boards shall be authorized to issue valid three year local eligibility licenses pursuant to § 22.1-299.3.~~

J. ~~Upon the expiration of a three year local eligibility license, the holder of such license shall be eligible, as appropriate for the degree issued to such person, for a collegiate professional license or a postgraduate professional license to be issued by the Department of Education upon satisfaction of the following conditions: (i) recommendation by the division superintendent and the school board for such licensure; (ii) the completion of three successful years of teaching experience while holding a valid three year local eligibility license as certified by the division superintendent and school board; (iii) achieving a satisfactory score on the professional teacher's examinations required by the Board; and (iv) such standards as may be prescribed by the Board of Education.~~

K. ~~As used in this section and the Board of Education's regulations for the licensure of school personnel:~~

~~"Accredited institution" means an institution of higher education accredited by a national or regional accrediting agency recognized by the United States Department of Education, or by a state approval process.~~

~~§ 23-9.2:3.4. Teacher education programs; reporting requirements.~~

A. ~~The boards of visitors of those public institutions of higher education providing teacher education programs shall administer the entrance examination prescribed by~~

~~the Board of Education pursuant to § [22.1-298](#) to all persons seeking entry into such teacher education programs.~~

~~Notwithstanding any other provision of this title to the contrary, such boards of visitors shall not deny candidates who fail to achieve the minimum score established by the Board entrance into the relevant teacher education programs solely on the basis of such failure, and shall require achievement of such minimum passing score as a condition of completing any approved teacher education program. Students failing to achieve the minimum passing score shall have the opportunity to address any deficiencies while enrolled in such teacher education program.~~

~~B. All Virginia public institutions of higher education that offer teacher education programs, master's degree programs in education or master's degree programs in administration shall submit annual performance reports as set forth in Board of Education guidelines and as required by subsection G of § [22.1-298](#). Such reports shall include annual data on the pass rates of graduates of such Virginia institutions of higher education taking the state licensure examination and shall not include any information identifying individual graduates.~~

22.1-298. Regulations governing licensure.

A. As used in this section:

“Alternate route to licensure” means a non-traditional route to teacher licensure available to individuals who meet the criteria specified in the regulations issued by the Board of Education.

“Licensure by reciprocity” means a process used to issue a license to an individual coming into Virginia from another state when that individual meets certain conditions specified in the Board of Education regulations.

“Professional teacher’s assessment” means those tests mandated for licensure as prescribed by the Board of Education.

132 “Provisional license” means a nonrenewable license issued by the Board of Education
133 for a specified period of time, not to exceed three years, to an individual who may be
134 employed by a school division in Virginia and who generally meets the requirements
135 specified in the Board of Education regulations for licensure, but who may need to
136 take additional coursework or pass additional assessments to be fully licensed with a
137 renewable license.

138 “Renewable license” means a license issued by the Board of Education for five years
139 to an individual who meets the requirements specified in the Board of Education
140 regulations.

141 B. The Board of Education shall prescribe, by regulation, the requirements for the
142 licensure of teachers and other school personnel required to hold a license. Regardless
143 of the authority of any other agency of the Commonwealth to approve educational
144 programs, only the Board of Education shall have the authority to license teachers to
145 be regularly employed by school boards, including those teachers employed to
146 provide nursing education.

147 Notwithstanding the provisions of this section and the Board’s authority to license
148 teachers, local school boards shall be authorized to issue valid three- year local
149 eligibility licenses pursuant to [§ 22.1-299.3](#).

150 C. The Board of Educations regulations shall include requirements that a person seeking
151 initial licensure:

152 1. Complete professional assessments as prescribed by the Board of Education;

153 2. Complete study in attention deficit disorder;

154 3. Complete study in gifted education, including the use of multiple criteria to
155 identify gifted students; and

156 4. Complete study in methods of improving communication between schools and
157 families and ways of increasing family involvement in student learning at home
158 and at school.

159 D. In addition, such regulations shall include requirements that:

160 1. Every person seeking initial licensure or renewal of a license demonstrate
161 proficiency in the use of educational technology for instruction;

162 2. Every person seeking initial licensure or persons seeking licensure renewal as
163 teachers for the first time shall complete study in child abuse recognition and
164 intervention in accordance with curriculum guidelines developed by the Board of
165 Education in consultation with the Department of Social Services that are relevant
166 to the specific teacher licensure routes;

167 3. Every person seeking initial licensure or renewal of a license shall receive
168 professional development in instructional methods tailored to promote student
169 academic progress and effective preparation for the Standards of Learning end-of-
170 course and end-of-grade assessments; and

171 4. Every person seeking licensure with an endorsement as a teacher of the blind and
172 visually impaired shall demonstrate proficiency in reading and writing Braille.

173 E. The Board's regulations shall require that initial licensure for principals and assistant
174 principals be contingent upon passage of an assessment as prescribed by the Board.

175 F. In addition, the Board's regulations shall establish criteria and a procedure to allow
176 persons seeking initial licensure through an alternate route, as defined in Board
177 regulations, to substitute experiential learning in lieu of coursework.

178 G. Notwithstanding any provision of law to the contrary, the Board may provide for the
179 issuance of a provisional license, valid for a period not to exceed three years, to any
180 person who does not meet the requirements of this section or any other requirement
181 for licensure imposed by law.

H. The Board's licensure regulations shall also provide for licensure by reciprocity:

1. With comparable endorsement areas for those individuals holding a valid out-of-state teaching license and national certification from the National Board for Professional Teaching Standards or a nationally recognized certification program approved by the Board of Education. The application for such individuals shall require evidence of such valid licensure and national certification and shall not require official student transcripts;

2. For individuals who have obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education. The individual must establish a file in the Department of Education by submitting a complete application packet, which shall include official student transcripts. An assessment of basic skills as provided in § 22.1-298.1 and service requirements shall not be imposed for these licensed individuals; however, other licensing assessments, as prescribed by the Board of Education, shall be required; and

3. The Board may include other provisions for reciprocity in its regulations.

§22.1-298.1. Regulations governing education preparation programs.

A. As used in this section:

“Assessment of basic skills” means an assessment prescribed by the Board of Education that an individual must take prior to admission into an approved education preparation program, as prescribed by the Board of Education in its regulations.

B. Education preparation programs shall meet the requirements for accreditation and program approval, as prescribed by the Board of Education in its regulations.

C. The Board of Education regulations shall provide for education preparation programs offered by institutions of higher education, Virginia public school divisions, and certified providers for alternate routes to licensure.

208 D. The Board shall prescribe an assessment of basic skills for individuals seeking entry
209 into an approved education preparation program and shall establish a minimum
210 passing score for such assessment. The Board also may prescribe other requirements
211 for admission to Virginia's approved education preparation programs in its
212 regulations.

213 E. The Board shall establish accountability measures for approved education programs.
214 Data shall be submitted to the Board on not less than a biennial basis.

215 **§23-9.2:3.4. Education preparation programs offered by institutions of higher**
216 **education.**

217 A. Education preparation programs shall be required to meet the requirements for
218 accreditation and program approval as prescribed by the Board of Education in its
219 regulations.

220 B. As provided in § 22.1-298.1, the Board of Education shall prescribe an assessment of
221 basic skills for individuals seeking entry into an approved education program and
222 shall establish a minimum passing score for such assessment. The Board also may
223 prescribe other requirements for admission to Virginia's approved education
224 programs in its regulations.

225 C. Candidates who fail to achieve the minimum score established by the Board of
226 Education may be denied entrance into the relevant education program on the basis of
227 such failure; however, if enrolled in the program, they shall have the opportunity to
228 address any deficiencies if enrolled in such program.

Board of Education Agenda Item

Item: F.

Date: July 27, 2005

Topic: First Review of a Request for Approval of an Alternative Accreditation Plan from the Greenville County Public Schools

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Phillip Worrell, Superintendent, Greenville County Public Schools

Telephone Number: 804-225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☒ Board review required by

☐ State or federal law or regulation

☒ Board of Education regulation

☐ Other: _____

☐ Action requested at this meeting ☒ Action requested at future meeting: September 21, 2005
(date)

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action
date _____

action _____

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in July 2000. Section 8 VAC 20-131.280.D. of the standards states:

Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the schools and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education. Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the Board to grant waivers to certain provisions of the standards.

In September 2004, at the board's request, the department developed a template for school divisions to use in preparing alternative accreditation plan proposals. The department also developed criteria for the evaluation of proposals. This request has been reviewed against the evaluation criteria and a copy of the department's review is attached.

Summary of Major Elements:

The school board of Greenville County is proposing an alternative accreditation plan for Zion Alternative Education School, an alternative school that serves students ages 11 through 15 who are at least two years below grade level in reading and/or mathematics or who have completed the fifth grade and have a record of severe discipline problems. Zion Alternative Education School has been rated "Accredited with Warning" for the past five years.

The purpose of Zion Alternative Education School is to prepare students in 6th, 7th, and 8th grades who are significantly behind in academic and behavioral fundamentals to successfully enter high school and earn a diploma. The program of instruction will:

- focus on reading, mathematics and writing, organization and study skills, and self-management for each student as specified in Individualized Student Success plans;
- use the Direct Instruction Corrective Reading program and Cortez Mathematics as instructional models for English and mathematics;
- build skills in history and science through interdisciplinary selections for reading and writing instruction and through the use of Reader's Workshop and Writer's Workshop;
- provide a student day of six to six and one-half hours;
- provide student support services that focus on self-management and adjustment skills as indicated in the eighth grade Health Standards of Learning (SOL);
- target a pupil to teacher ratio of 8:1 with a maximum of 10:1;
- provide career exploration;
- use data to improve instruction; and
- integrate technology into the classroom.

Greenville County Public Schools is requesting that the school be accredited on the following criterion: 70% of the 8th grade students in the program for a full academic year will pass the 8th grade SOL assessments in English, writing and mathematics and be promoted to 9th grade. Students will be classified as ungraded for the first year to year and one-half. Students will take the SOL test in 6th and 7th grade as available for the purpose of assessing progress, but the results will not count in the school's

accreditation rating. Students will not be classified as an 8th grader until he/she has achieved a reading level of 7th grade 4 months.

Greensville County Public Schools is requesting waivers to provisions of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to allow them to implement the program of instruction as outlined above. Waivers are requested to provisions for instructional programs in middle schools as required in 8 VAC 20-131-90 B-D as follows:

- B. The middle school shall provide a minimum of eight courses to students in the eighth grade. Courses in English, mathematics, science, and history/social science shall be required. Four elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration.
- C. Level one of a foreign language shall be available to all eighth grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in this chapter shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.
- D. To provide students a sufficient opportunity to learn, each student shall be provided 140 clock hours per year of instruction in each of the four disciplines of English, math, science, and history/social science. Sixth grade students may receive an alternative schedule of instruction provided each student receives at least 560 total clock hours of instruction in the four academic disciplines.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request for approval of an alternative accreditation plan from the Greensville County Public Schools.

Impact on Resources:

There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action:

This item will be presented to the Board of Education for final review at its meeting on September 21, 2005.

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

June 13, 2005
Date Approved
by the Local School Board

June 29, 2005
Submission Date

Genet H. H.
Signature
Chairman of the School Board

Robt. H. A.
Signature
Division Superintendent

ALTERNATIVE ACCREDITATION PLAN TEMPLATE

School Name	<u>Zion Alternative Education School</u>	Division	<u>Greensville County</u>
School Address	<u>1314 Lowground Road, Emporia VA 23847</u>		
Contact Person	<u>James Mason</u>	Phone	<u>434-634-4400</u>
Fax	<u>434-634-9854</u>	E-mail Address	<u>jmason@gcps1.com</u>
Proposed Duration of the Plan	<u>10 years</u>		
Grade Levels Served	<u>Six – eight</u>		
No. Students Enrolled by Grade Level	<u>Target of ten with a maximum of thirteen</u>		

NOTE: The space provided will expand to accommodate the description if the form is prepared in Word.

I. Describe the mission and purpose of the school.

Intent: To fully prepare each individual student in 6th, 7th, and 8th grades who is significantly behind in academic and behavioral fundamentals to successfully access high school content and earn a standard or advanced diploma (not just pass 8th grade SOL tests).

Vision/Mission: *Zion AES will be an educational environment where certain students who have not experienced academic success in a comprehensive elementary- or middle- school setting can develop the academic and personal skills and habits that will prepare them for success in high school.*

II. Describe the Characteristics of the Student Population Served by the School. Include demographic information that identifies the subgroups attending the school, the criteria used to determine the students' placement in this school, and the policies governing parental involvement in determining the placement.

Target Population: Greensville County students aged 11 through 15 who are at least two years below grade level in reading and/or mathematics for whom no other appropriate services have worked and who are unlikely to catch up in a regular school setting or who have completed a year in fifth grade and have a record of severe discipline problems. Initial

criteria for consideration in the program would include failure on the 5th grade SOL tests in reading, mathematics and writing. Time in the program would be two years maximum (three years for students placed at the end of fifth grade for disciplinary reasons); maximum capacity of the school/program will be 40 students. Parents of students being considered for placement at AES must be consulted for their input prior to making a recommendation. The names of selected students must be submitted to the superintendent for his screening and approval. Students recommended by the superintendent to attend AES will be presented to the School Board for approval. The superintendent may make temporary placements to AES for transfer students and students for disciplinary reason when the School Board does not meet for an extended time. A list of the prospective students should be sent to Zion at this time. The parents/guardians need to contact the Director for an appointment for a parent, student, and administrator conference. The home school should notify the parents/guardians of this requirement. At this initial meeting, a registration form will be completed along with various other forms, listing basic rules and procedures to be followed at Zion. Once the initial conference is completed, the student is eligible to attend Zion Alternative Education Center. No one is registered as a student of Zion Alternative Education Center until this initial conference with the parent and student has taken place.

III. Describe the instructional program and support services offered by the school. Include a profile of the teaching staff and its qualifications, characteristics of the program that makes it a special purpose school, any differentiated instructional methodologies used, and transition plans for the students.

Program of Instruction:

- The instructional focus will be reading, mathematics and writing, organization and study skills, and self-management for each student as specified in Individualized Student Success plans. The Direct Instruction Corrective Reading program will be used in reading classes and Cortez Math will be used in math. Both of these programs are individualized so that a student's initial performance level is identified and students are taught the skills they need to improve from their current level.
- Building skills in history and science will be accomplished through interdisciplinary selections for reading and writing instruction through the use of Reader's Workshop and Writer's Workshop.
- The student day will be six to six and one-half hours.
- The targeted PTR is 8:1 with a maximum PTR of 10:1 to better serve the students at this school.
- Student support services will include a focus on self-management and adjustment skills. The 8th grade Health Standards of Learning will serve as the foundation of curriculum and counseling in self-management.
- Physical education will be incorporated into the day through 50 minutes first period in the morning plus time recess time at lunch.
- Career exploration will be provided through the use of ACT's *Explore*, interest and aptitude inventories that each student will take and be counseled on the results, for the purpose of planning his or her high school course of study. Additionally, Career Days will continue to be held at the school periodically throughout the year.
- The school will exist to meet special needs of students who have not been successful in regular schools. By focusing on reading, writing and math, the school will be

better able to prepare students with the skills they need to earn a high school diploma. Staff will use time to cover content in science and social studies to improve reading comprehension skills of students.

Profile of the teaching staff

The school will be staffed with four fulltime teachers. Two teachers have full licensure, one in English with six years experience, and one in social studies with seven years experience. Two positions are currently being advertised. Both teachers have received training in How to Use Data to Improve Instruction and on Integrating Technology into the Classroom. The English teacher has received training in Corrective Reading, a Direct Instruction reading program and has attended the Beach Summer Institute – Working with At-risk Students. The social studies teacher is a teacher trainer for the CRISS program (Creating Independence through Student-owned Strategies). CRISS is a program that teaches teachers to use instructional strategies that have been scientifically proven to be effective in helping students learn. Both teachers have experienced success working with at-risk students and helping them improve their performance. Teachers endorsed in content subjects will be trained in Corrective Reading, prior to the beginning of the school year, so that they can provide instruction to students at their appropriate reading level.

Progress & Exit Criteria: Students will be determined ready for 9th grade when they have acquired the academic knowledge and behavioral skills needed to pass the three 8th grade SOL assessments in English and mathematics. Progress indicators will include quarterly gains in reading, mathematics and writing and attendance.

Transition Plan

The high school staff will meet individually with students prior to their transition to review procedures and develop a schedule for each student. Students will meet every two weeks for the first semester with a guidance counselor who will monitor their progress *so that problems can be identified early*.

IV. Describe the strategies and instruments used by the school to evaluate student progress toward established goals and objectives.

Student Assessment/Evaluation:

Academic Achievement:

- Each student will be diagnostically pre-tested prior to entry into the program in reading and in mathematics. Results will determine the individualized instruction each student subsequently receives.
- Students will be un-graded for the first year to year and one-half in the program; the students will take the SOL's at 6th or 7th grade in reading and mathematics when available for the purpose of assessing progress, but the results will not be counted for accreditation purposes for the school.
- When the student has achieved a reading level of 7th grade 4 months, the student will be classified as an 8th grader and subject to the end-of-the year SOL assessments in reading, mathematics and writing.

- Students will not participate in SOL testing in history or science because they will not have been provided the full SOL curriculum during their time in this school. Through curriculum integration, the students will continue to have exposure to history and science content in writing and reading instruction.
- Students will be tested at specific intervals throughout and at the end of the academic year (and at the end of summer session if included) to document academic progress and determine content for the next instructional period.

Study Skills/self-management/leadership: Teachers will monitor student use of specifically taught skills, such as note taking and organizational management, on an on-going basis. Behavioral indicators such as attendance and discipline will be the topic of quarterly individual meetings with each student.

V. Does the school meet the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F. of the accrediting standards? (If not, waivers must be requested for each accreditation standard not being met.)

Yes

x
No

VI. List each standard and provide a detailed explanation of why the standard is not appropriate for the school. (Note: Waivers of the assessment requirements of the No Child Left Behind Act of 2001 and the Regulations Establishing Standards for Accrediting Public Schools in Virginia are not available.)

Waivers Requested: This innovation middle school will require waivers from the following state standards:

A minimum of eight courses in 8th grade;

Required middle school electives (foreign language, fine arts);

140 clock hours of instruction per year in history and science;

Accreditation based on reading, mathematics and writing only.

These students have received experiences and instruction in non-core areas such as the arts, music and health and physical education throughout elementary and middle school and will again when they return to a comprehensive high school. This school is designed to focus on significant interventions in the fundamentals to equip the students to succeed in high school when without such dramatic interventions they would not.

VII. List the standards or student academic achievement criteria on which you propose to base the school's accreditation and provide a detailed rationale for selecting each. The standards/criteria must be objective, measurable, and related directly to the mission and purpose of the school. Provide data to support your rationale.

Basis for Accreditation and Adequate Yearly Progress:

- 70% of 8th grade students who have participated in the program for a full academic year will pass the 8th grade SOL assessments in reading, writing and mathematics and be promoted to 9th grade.

- Students will participate in 6th or 7th grade assessments when available for the purpose of assessing progress but results will not count toward the school's accreditation rating.

For purposes of measuring Adequate Yearly Progress under the No Child Left Behind Act, the school will be measured on reading, mathematics and attendance.

VIII. Describe who was involved in the development of the proposed plan.

Teachers, current and retired principals of the school, principals of the 5-6 grade elementary school and the 7-8 grade middle school, and central office administrators reviewed Perrymont's Alternative proposal to see if the plan would work with Greenville students. The principal of Wyatt spoke with the principal of Perrymont to ask questions about the curriculum and resources used by the school. Greenville's Director of English Education was familiar with the Reader's Workshop and Writer's Workshop program and highly recommended it. After reviewing all of this information, staff recommended to the Greenville County School Board that this plan be submitted to the Board of Education for approval.

IX. Describe the method(s) to be used in evaluating the success of the plan.

Benchmark data will be collected during the school year to measure student progress in math and English. Cortez Math and Corrective Reading provide data on how students are progressing so that remediation can be provided as needed.

Two methods will be used for evaluating the success of this plan. The most immediate will be the success this school has in meeting accreditation with 2005-2006 testing data. In the past, the school has not been successful because it has attempted to make-up what students have missed in all areas in a short timeframe. With this proposal, the teaching staff will be better able to focus on the most important skills students are missing. Students will be allowed to progress at a pace that will allow them develop the necessary skills to be successful in high school.

The second method for evaluating the success of this plan will be the percentage of students who receive a diploma. This will be a long-term measurement that cannot be measured until students in the new program reach the age for graduation.

**Virginia Department of Education
Evaluation Criteria
Zion Alternative School, Greenville County Public Schools
Alternative Accreditation Plans for Special Purpose Schools
(8 VAC 20-131-330)**

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a "special purpose" school and, therefore, eligible to request an alternative accreditation plan.	X		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	X		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school and the student population's success in achieving the Standards of Learning.	X		
4. The school provides transition planning to help students be successful when they return to a regular school setting.	X		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include standards-based academic achievement measures.	X		
6. Convincing evidence has been provided that students who are enrolled in the school have not been successful in other schools subject to all the accrediting standards.	X		
7. Students will be taught by highly qualified teachers who meet the Board of Education's licensure requirements for instructional personnel.			X
Alternative Accreditation Accountability Criteria:			
1. Rationale and documentation provide convincing evidence that the "special purpose" nature of the school precludes its being able to reach and maintain full accreditation status as defined in the <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i> (SOA).	X		
2. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	X		
3. The plan includes use of statewide assessment student	X		

Criteria	Yes	No	Limited
achievement results of English and mathematics.			
4. The plan meets the testing requirements of the SOA.			X
5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law.	X		
6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	X		
7. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	X		

Board of Education Agenda Item

Item: G.

Date: July 27, 2005

Topic: First Review of a Request for Approval of an Alternative Accreditation Plan from the Hampton City Public Schools

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Patrick J. Russo, Director of Alternative Education for Hampton City Public Schools

Telephone Number: 804-225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

 Topic presented for information only (no board action required)

 X Board review required by
 State or federal law or regulation
 X Board of Education regulation
 Other: _____

 Action requested at this meeting Action requested at future meeting: September 21, 2005
(date)

Previous Review/Action:

 No previous board review/action

 X Previous review/action
date June 23, 2004

action Proposal presented for first review and later withdrawn

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in July 2000. Section 8 VAC 20-131.280.D. of the standards states:

Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the schools and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education. Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the Board to grant waivers to certain provisions of the standards.

In September 2004, at the board's request, the department developed a template for school divisions to use in preparing alternative accreditation plan proposals. The department also developed criteria for the evaluation of proposals. This request has been reviewed against the evaluation criteria and a copy of the department's review is attached.

Summary of Major Elements:

The school board of Hampton City is proposing an alternative accreditation plan for Hampton Harbour Academy (HHA), an alternative charter school that serves students in grades six through eight who are at least two years behind their grade cohort group. These students have been retained more than once, some students are reading as much as four years behind their chronological age group and are equally behind in mathematics. HHA has been rated Accredited with Warning in 2002-03, 2003-04, and 2004-05.

The intent of HHA is to provide interventions in the core academic areas in order for students to gain skills and content necessary to successfully enter high school and graduate with a standard diploma. The program of instruction will:

- focus instruction in reading, writing, and mathematics;
- offer many opportunities for hands on and high interest work and vary activities in class to keep students engaged;
- integrate curriculum from elective courses into core academics;
- provide tutoring and intensive intervention to students during the school day;
- incorporate physical education into the day with wellness activities;
- teach science and history social sciences using interdisciplinary project learning;
- provide six hours of instruction per day;
- limit class size to 10 students per class; and
- offer opportunities for career exploration.

Hampton Public Schools is requesting that the school be accredited on the following criterion: 70% of the 8th grade students in the program for a full academic year will pass the 8th grade SOL assessments in English, writing and mathematics.

Hampton Public Schools is requesting waivers to provisions of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* to allow them to implement the program of instruction as outlined above. Waivers are requested to provisions for instructional programs in middle schools as required in 8 VAC 20-131-90 A-D as follows:

- A. The middle school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration.
- B. The middle school shall provide a minimum of eight courses to students in the eighth grade. Courses in English, mathematics, science, and history/social science shall be required. Four elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration.
- C. Level one of a foreign language shall be available to all eighth grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in this chapter shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.
- D. To provide students a sufficient opportunity to learn, each student shall be provided 140 clock hours per year of instruction in each of the four disciplines of English, math, science, and history/social science. Sixth grade students may receive an alternative schedule of instruction provided each student receives at least 560 total clock hours of instruction in the four academic disciplines.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for first review the request for approval of an alternative accreditation plan from the Hampton City Public Schools.

Impact on Resources:

There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action: This item will be presented to the Board of Education for final review at its meeting on September 21, 2005.

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA**

**REQUEST FOR WAIVER OF CERTAIN ACCREDITING STANDARDS
AND/OR APPROVAL OF AN INNOVATIVE OR EXPERIMENTAL PROGRAM**

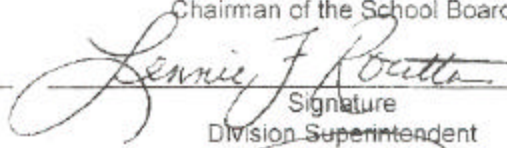

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30.

This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to the beginning of an accrediting cycle or the proposed implementation of the program or activity that precipitates the request for the waiver. The types of waivers available and the corresponding section of the standards are indicated below. Please feel free to attach additional sheets or information deemed appropriate.

SCHOOL DIVISION	Hampton City Schools
TITLE OF PROGRAM/ACTIVITY	Hampton Harbour Academy- An Alternative Charter School Serving Grades 6-8

TYPE OF APPROVAL REQUESTED:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | Approval of an Alternative to the Standard School Year and School Day (8 VAC 20-131-150) |
| <input checked="" type="checkbox"/> | Approval of an Alternative Accreditation Plan (8 VAC 20-131-280.D) |
| <input type="checkbox"/> | Approval of an Experimental Program (8 VAC 20-131-290 D) |
| <input type="checkbox"/> | Approval of an Innovative Program (8 VAC 20-131-290 D) |
| <input checked="" type="checkbox"/> | Approval of a Waiver of Other Provision(s) of the Standards (8 VAC 20-131-330) |
| <input type="checkbox"/> | (Complete Pages 1 and 3 of the application only.) |

SCHOOL(S) INVOLVED IN THE PROPOSED PROGRAM/ACTIVITY		<u>Hampton Harbour Academy</u>
Date Approved by the Local School Board	Signature Chairman of the School Board	
<u>6/17/05</u>		
Submission Date	Signature Division Superintendent	
<u>6/21/05</u>		
SCHOOL DIVISION	<u>Hampton City Schools</u>	
TITLE OF PROGRAM/ACTIVITY	<u>Hampton Harbour Academy- An Alternative Charter School Serving Grades 6-8</u>	

IF YOU ARE SEEKING A WAIVER OF A PROVISION OR PROVISIONS OF THE ACCREDITING STANDARDS, STATE THE PROVISION AND THE RATIONAL FOR SEEKING A WAIVER FOR EACH.

8 VAC 20-131-90. Instructional Program in Middle Schools.

- A. Specifically, "In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration."
- B. Specifically, "The middle school shall provide a minimum of eight courses to students in the eighth grade. Four elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration."
- C. Specifically, "Level one of a foreign language shall be available to all eighth grade students."
- D. Specifically, "...each student shall be provided 140 clock hours per year of instruction in... science, and history/social science."

RATIONALE: We request waivers from the above standards due to the special purpose of the school's program and the needs of its students. The middle school program is designed for students already two or more years behind their entry grade cohort group. These students have been retained more than once and often have significant skill deficits in reading (some as much as four years behind their chronological age group) and math. Often, students who read poorly are also behind in other content-based core academic subjects. The program is designed to provide interventions in these core academics in order for students to gain the skills and content necessary to begin recovery of time lost due to retention.

- Waivers from the requirement for elective, foreign language, and physical education/health courses are sought so that instructional time can be dedicated primarily to core academics.
- While the school will not offer discreet courses in art, music and physical education and health, there is value in a well-rounded day with diverse activities for students.
- The school will incorporate physical education into the day with wellness activities such as a walking regimen with distances measured by pedometer and opportunities for recreational activities during the lunch/recess period.

- Due to the lack of discreet elective courses in the program, teachers will vary activities in class and offer many opportunities for hands-on and high interest work to keep students engaged. They will also integrate curriculum from elective courses into core academics, e.g. budgeting (from Work and Family Studies) in math, and resume writing (from Computer Applications/ Career and Technical Education) in writing.
- Science and history/social science skills will be taught using interdisciplinary project learning and selected readings in core academic classes so that students gain the content and skills necessary for success in high school.
- Students will engage in career exploration through the use of internet resources and will also take aptitude and interest inventories to be used in planning academic and vocational choices for high school.

DESCRIBE THE PROCEDURES THAT WILL BE USED TO EVALUATE THE EFFECTIVENESS OF THE WAIVER/PROGRAM/ACTIVITY. (Include information that includes measurable goals, objectives, and student academic achievement that will be expected as a result of the implementation of the program/activity)

PLEASE REFER TO ALTERNATIVE ACCREDITATION PLAN PROPOSAL WHICH FOLLOWS.

Number Of Students Involved In The Program

Middle School- 90 students

What is the anticipated length of the program or duration of the waiver?

September, 2005-June, 2006

HAMPTON HARBOUR ACADEMY

SCHOOL DIVISION	Hampton City Schools
TITLE OF PROGRAM/ACTIVITY	Hampton Harbour Academy- An Alternative Charter School

ALTERNATIVE ACCREDITATION PLAN PROPOSAL

INTRODUCTION

Currently in its fourth year of operation, Hampton Harbour Academy (HHA) is an alternative school in the Hampton school division converted from an alternative program to a charter school in July of 2001. Hampton Harbour Academy meets the state definition of a special purpose school and seeks approval for an alternative accreditation plan as provided in the Regulations Establishing Standards for Accrediting Public Schools in Virginia, Part VIII, Section 8 VAC 20-131-280 D.

INTENT

Hampton Harbour Academy exists to prepare 6th, 7th and 8th grade students who are significantly behind in basic academic skills to successfully enter high school and graduate with a standard diploma.

MISSION

Hampton Harbour Academy will provide quality educational programs to help students who may require a smaller and more supportive learning environment to be successful.

TARGET POPULATION

Hampton Harbour Academy serves middle school students who are two years or more behind their age appropriate cohort group in grade level, e.g. eighth grade students are 15 to 16 years of age and older while typical HCS eighth graders are 13 to 14 years old. Hampton Harbour students most often have skill deficits in reading and math. Standardized test scores on norm referenced tests show them to fall 20-25 percentile points lower than the general HCS student population. As a result, they have experienced school failure and an inability to catch up in the traditional middle school setting. These student characteristics have been influential in our inability to meet the SOL benchmarks to date.

INSTRUCTIONAL PROGRAM

- The core program of academic instruction will be in reading, writing and mathematics. Students will also receive instruction in organization and study skills as well as ongoing assistance in goal setting and decision- making.
- Science and history/social science skills will be taught using interdisciplinary project learning and selected readings in core academic classes so that students gain the content and skills necessary for success in high school.
- The student day will be six hours in length with one half hour dedicated to lunch and recreation. After-school programs will also be developed for additional intervention and activities dependent on partnerships with other organizations, e.g. Hampton Department of Parks and Recreation.

- Class size will be limited to 10 students per class, grouped in teams of 30. Each class will be staffed with a licensed teacher with additional services provided by an instructional assistant assigned to each team.
- Elective course material will be integrated into core academics, e.g. budgeting (from Work and Family Studies) in math, and resume writing (from Computer Applications/Career and Technical Education) in writing.
- Opportunities for career exploration will be offered using internet resources and students will take aptitude and interest inventories to be used in planning academic and vocational choices for high school.
- Physical Education will be included in the student day with:
 - A 30 minute period for recess/lunch which will allow students time to walk or engage in recreational activities.
 - A walking regimen that includes the use of pedometers for students to measure distance and time spent walking. These data will be used in mathematics lessons. Calories burned will also be recorded and used to discuss wellness and health issues.

STUDENT ASSESSMENT AND EVALUATION:

Each student will be pre-tested on entry into the program using a minimum of three test batteries to assess functional skill in reading and mathematics. Based on triangulated data from these assessments, students will be grouped for instruction on gender-specific teams and an instructional plan developed. Students will be assessed for progress quarterly, with achievement data tracked and analyzed. Students will be ungraded until they reach a minimum reading level of 7.4 (7th grade, 4th month). Ungraded students will not participate for accountability purposes in any on-grade level assessments including SOL's at 6th or 7th grade.

When students reach a reading level of 7.4 (7th grade, 4th month), they will be classified as 8th graders and will participate in end-of-year SOL assessments in the core subjects of reading (RLR), writing, and mathematics. Students will be promoted to the 9th grade based on skills demonstrated in these three assessments.

ACCREDITATION

Student performance measures for accreditation will be the 8th grade end-of-year SOL tests in reading (RLR), writing and mathematics. The performance standard for accreditation will be a 70% pass rate for 8th grade students in the program.

WAIVERS REQUESTED

This intervention program for middle school students will need waivers from the state standards requiring a minimum of eight courses for 8th graders to include electives and physical education as well as the requirement for 140 hours of instruction in science and history/social science.

PROGRAM EVALUATION

The efficacy of the instructional program will be evaluated using:

- The progress of the school in meeting accreditation requirements
- The percentage of entering students who successfully progress to the 9th grade
- The percentage of entering students who successfully progress from ungraded to 8th grade status
- The educational gain of students from pre to post test on assessments in reading and mathematics

- The improvement in student attendance rates
- Qualitative evidence of improvement in student attitudes towards school and learning

**Virginia Department of Education
Evaluation Criteria
Hampton Harbour Academy, Hampton City Public Schools
Alternative Accreditation Plans for Special Purpose Schools
(8 VAC 20-131-330)**

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a “special purpose” school and, therefore, eligible to request an alternative accreditation plan.	X		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	X		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school and the student population’s success in achieving the Standards of Learning.	X		
4. The school provides transition planning to help students be successful when they return to a regular school setting.			X
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include standards-based academic achievement measures.	X		
6. Convincing evidence has been provided that students who are enrolled in the school have not been successful in other schools subject to all the accrediting standards.	X		
7. Students will be taught by highly qualified teachers who meet the Board of Education’s licensure requirements for instructional personnel.		X	
Alternative Accreditation Accountability Criteria:			
1. Rationale and documentation provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the <i>Regulations Establishing Standards for Accrediting Public Schools in Virginia</i> (SOA).	X		
2. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.			X

Criteria	Yes	No	Limited
3. The plan includes use of statewide assessment student achievement results of English and mathematics.			X
4. The plan meets the testing requirements of the SOA.			X
5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law.			X
6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	X		
7. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.			X

Board of Education Agenda Item

Item: _____ H. _____

Date: July 27, 2005

Topic: First Review of Proposal to Enact Special Provision in 8 VAC 20-131-340.B Related to the Use of Test Scores in Calculating Accreditation Ratings for the 2005-2006 School Year

Presenter: Ms. Anne D. Wescott, Assistant Superintendent for Policy and Communications

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Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

_____ State or federal law or regulation

X Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting

_____ Action requested at future meeting: _____

Previous Review/Action:

X No previous board review/action

_____ Previous review/action date _____ action _____

Background Information: The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* defines the basis for a school's accreditation rating.

8 VAC 20-131-280.A. states that:

“Schools will be accredited annually based on compliance with pre-accreditation eligibility requirements and achievement of the school accountability requirements of 8 VAC 20-131-300.C.”

8 VAC 20-131-280.C. states (in part) that:

“Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 as specified below:

1. All students enrolled in a grade or course in which a SOL test is administered shall take each applicable SOL test unless exempted from participating in all or part of the testing program...
2. In a manner prescribed by the Board, the evaluation of the performance of schools shall take into consideration:

- a. The percentage of eligible students who achieve a passing score on the prescribed SOL tests or additional tests used for verified units of credit as outlined in 8 VAC 20-131-110.B...
3. The awarding of an accreditation rating shall be based on the percentage of students passing SOL tests or approved additional tests described in 8 VAC 20-131-110.B. or a trailing three-year average that includes the current scores and the scores from the two most recent years, in each applicable academic year, or the current year's scores, whichever is higher."

8 VAC 20-131-300.C.1.a states that:

"A school will be rated Fully Accredited when its eligible students meet the pass rate of 70% in each of the four core academic areas except, effective with ratings earned in the academic year 2003-04 and beyond, the pass rates required shall be 75% in third and fifth grade English and 50% in third grade science and history/social science. In schools housing grades kindergarten through five, the English and mathematics pass rates for accreditation purposes shall be calculated for these grades as single rates by combining the scores of all grades three and five SOL tests administered in English and by combining the scores of all grades three and five SOL tests administered in mathematics."

8 VAC 20-131-340.B. states that:

"The Board may enact special provisions related to the administration and use of any SOL test or tests in a content area as applied to this chapter for any period during which the SOL content in that area is being revised and phased in."

In 2001 the Board of Education made significant revisions to the 1995 History and Social Science Standards of Learning. School divisions were encouraged to phase-in the implementation of the revised History and Social Science Standards of Learning from 2001 to 2004 while the original tests were being fully aligned to the standards. The 2003-2004 school year represented the final year of the phase-in period for the revised history and social science content standards and the first year that all history and social science tests were fully aligned to the revised 2001 standards.

Summary of Major Elements: The 2000 General Assembly passed legislation requiring the development of three separate, topical tests measuring the Standards of Learning included in the cumulative history and social science test typically administered in either grade seven or eight. The three new upper elementary/middle school tests are optional tests that assess Standards of Learning in United States History I (to 1877), United States History II (1877 to the Present), and Civics and Economics. The development of additional upper elementary/middle tests in history and social science allows school divisions to test students in history and social science content immediately following instruction in the standards. School divisions organize their curricula to teach these topics in grades five through seven or in grades six through eight. The separate, topical tests in history and social sciences are offered in addition to the cumulative grade eight history and social science test. A Virginia Studies test is administered in grades four or five. Students in grade three take a cumulative history and social science test.

As part of the test development process, Harcourt Educational Measurement conducted field tests of items for the new history tests for United States History I (to 1877), United States History II (1877 to the Present), and

Civics and Economics during the spring of 2002-2003. During 2003-2004 many school divisions administered the new elementary/middle history and social science tests for the first time in addition to the fully aligned cumulative test for grade three, Virginia Studies, and cumulative test for grade eight.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-340.B.) permit the Board to modify the use of Standards of Learning test scores in accreditation calculations during a period in which the standards in that content area are being phased-in. Additionally 8 VAC 20-131-280.C.2.(a) gives the Board authority to prescribe the SOL tests used in evaluating the performance of schools.

In September 2004 the Board of Education enacted the special provision in Section 8 VAC 20-131-340.B and its authority given in 8 VAC 20-131-280.C.2.(a) to include the scores of the new, separate upper elementary/middle United States History I (to 1877), United States History II (1877 to the Present), and Civics and Economics topical tests in calculating accreditation ratings for 2004-2005 only if they helped the school. During the 2004-2005 school year school divisions continued to work with teachers on the implementation of the Standards of Learning for United States History I (to 1877), United States History II (1877 to the Present), and Civics and Economics. Based on feedback the department has received from division superintendents, principals, and teachers, the implementation of the standards for United States History I (to 1877) has proven to be particularly challenging.

To allow school divisions additional time to implement adjustments to the curriculum for United States History I (to 1877), the department recommends phasing in the inclusion of results from the new, separate upper elementary/middle United States History I (to 1877), United States History II (1877 to the Present), and Civics and Economics topical tests in accreditation ratings for 2005-2006. It is recommended that the scores from the United States History II (1877 to the Present), and Civics and Economics test be used in calculating accreditation ratings in 2005-2006 but that the scores for the United States History I (to 1877) be included only if they help the school. All other history and social science Standards of Learning tests administered in a school will be included in the accreditation calculation. This methodology would apply in calculating the accreditation rating using the current year's data and the three-year trailing average.

All Standards of Learning test results will be reported on the School Performance Report Card.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board waive first review and adopt the proposal to enact the special provision in Section 8 VAC 20-131-340.B and its authority given in 8 VAC 20-131-280.C.2.(a) and include the scores of United States History I (to 1877), in calculating accreditation ratings for 2005-2006 only if they help the school.

Impact on Resources: The impact on resources of the Department of Education will be in the time required to re-program and test the formula for calculating the accreditation ratings of the affected schools.

Timetable for Further Review/Action: If approved, the Department of Education will notify school divisions and will calculate accreditation ratings accordingly.

Board of Education Agenda Item

Item: _____ I. _____

Date: _____ July 27, 2005 _____

Topic: First Review of Additions to the Board-Approved List of Instructional Models/Programs that Include Instructional Methods to Satisfy Provisions in *Regulations Establishing Accrediting Standards for Public Schools in Virginia*

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: (804) 225-2034 **E-Mail Address:** Linda.Wallinger@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

X Board review required by

____ State or federal law or regulation

X Board of Education regulation

____ Other: _____

X Action requested at this meeting ____ Action requested at future meeting:

Previous Review/Action:

____ No previous board review/action

X Previous review/action

date: October 28, 2004

action: The Board of Education approved additions to the list of models.

Background Information:

At the January 6, 2003, Board of Education meeting, revisions to the criteria for identifying and selecting models/programs that include instructional methods as provided in 8 VAC 20-131-310 B-E were approved. The revisions are based on the *No Child Left Behind Act of 2001(NCLB)* emphasis on the use of scientifically-based research as a criterion for evaluating programs, particularly those programs purchased with federal funds. The revised criteria are:

Criteria for Recommended Models/Programs

1. **Scientifically-based evidence of effectiveness:** The effectiveness of models/programs is justified based on scientific research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge on the models/programs. The major components of the model/program include instructional methods and practices that have been verified through scientifically-based research. The research that documents improvement in student achievement has presented convincing evidence that the observed results were based on the model/program intervention. The model's/program's effectiveness in improving student achievement has been demonstrated in Virginia and is based on effective research-based strategies. Gains in student

achievement on Virginia's Standards of Learning tests have been sustained over time.

2. **Implementation and capacity for technical assistance:** The model/program has explained the essential ingredients necessary to make the program fully operational, including estimates of the costs, with respect to time and money, and the requirements for implementation. The program managers have described in detail their capacity, in terms of technical assistance, to provide the staff development, consultation, and support necessary for successful implementation in a number of Virginia schools.
3. **Replicability:** The model's/program's effectiveness has been demonstrated through multiple investigations in numerous locations with low-achieving students.
4. **Correlation with or adaptability to the Virginia Standards of Learning in English or mathematics:** The content of the model/program correlates with the Virginia Standards of Learning in English or mathematics or the model/program can be adapted to the Virginia Standards of Learning.

At the February 26, 2004, Board of Education meeting, revisions to the disclaimers for identifying and selecting models/programs that include instructional methods as provided in 8 VAC 20-131-310 B-E were approved. The revised disclaimers are:

Disclaimers:

1. Recommendation of instructional methods or models/programs with a proven track record is not intended as a guarantee that the program will be successful as implemented in a particular school. Prior to or concurrently with adopting any model/program, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional methods or models/programs that are not recommended so long as they meet the Board of Education's criteria. School divisions selecting this option must submit for approval, on forms provided by the Department of Education, documentation that the instructional methods or models/programs chosen meet the board's criteria prior to implementation.
2. Some of the instructional models/programs have an associated textbook that may not be on the list of instructional materials reviewed or recommended as part of the state textbook adoption process. Recommendation of a model or instructional method should not be interpreted as endorsement of the associated textbook materials. Before adopting any model/program with associated materials, the school should determine whether there is sufficient Standards of Learning correlation for the grade level or course where the method will be used.
3. Products and services on the list may not be available in all areas of the commonwealth. School divisions are responsible for negotiating contracts with vendors for products or services.

Summary of Major Elements

The Board of Education established that there would be a quarterly review of instructional models/programs to satisfy the provisions of the *Regulations Establishing Accrediting Standards for Public Schools in Virginia*. Attached is a list of proposed additional models/programs for the Board of Education's consideration.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the three additional programs as proposed for the board-approved list.

Impact on Resources:

Adoption of instructional models/programs to meet the provisions of 8 VAC 20-131-310 B and D shall

be funded by eligible local, state, and federal funds. The Department of Education reviews and evaluates instructional models/programs submitted for inclusion in the board's list. This impact can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this review and evaluation, other services may be impacted.

Timetable for Further Review/Action: N/A

Proposed Additions
Virginia Board of Education Approved Models/Programs that Include Instructional Methods
That Have Proven to Be Successful with Low-Achieving Students
July 27, 2005

Mathematics

Model/Program	K - 3	4 - 8	9 - 12
Comprehensive:			
I CAN Learn Middle School Mathematics		X (Grades 6-8)	

English/Reading

Model/Program	K - 3	4 - 8	9 - 12
Supplemental/Intervention:			
<i>Fast ForWord</i> Products	X	X	X
Scholastic Read 180 Stage B		X (Grades 6-8)	

I CAN Learn Middle School Mathematics

IN BRIEF

Developer	JRL Enterprises, Inc.
Year Established	1995
# Schools Served	500 schools in 24 states
Level	Grades 6-8
Primary Goal	To provide direct instruction in middle school mathematics
Main Features	Computer delivered instruction includes a pre- and post- test, review, lesson presentation, and guided practice
Results	Gains in student achievement were confirmed by the U.S. Department of Education's What Works Clearinghouse. The I Can Learn Program had the highest level of student achievement gains out of more than 800 studies on middle school mathematics since 1984, according to the clearing house
Impact on Instruction	Students are presented with content via computers
Impact on Organizational Staffing	One teacher/tutor needed per 30 student workstations
Impact on Schedule	None
Subject-area Programs Provided by Developer	Mathematics
Students Served	
Title I	Yes
Limited English Proficient (LEP)	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Fully used
Materials	Program provides all required materials

Origin/Scope: The Interactive Computer Aided Natural Learning system (I CAN Learn) was created in 1995 as a complete education software system to deliver standards-based pre-algebra courses to middle school students. It was designed as a primary mode of instruction, not solely for remediation or enrichment.

General Description: Students work on the I CAN Learn curriculum at their own pace in a classroom with a one-to-one student to computer ratio. Teachers facilitate instruction by offering individual and small-group instruction as needed. The objective of the program is to deliver middle school mathematics curriculum through a direct instruction approach. Staff development, technical assistance, consultation, and support are provided as part of a three-year service and support package.

For more information, contact:

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Fast ForWord Products

IN BRIEF

Developer	<i>Fast ForWord Products</i>
Year Established	1997
# Schools Served	3,400 Nationwide - 2 Virginia School Divisions
Level	K-12 supplemental
Primary Goal	To improve achievement of struggling readers. To build learning capacity of students through cognitive skills development quickly with significant results and lasting gains.
Main Features	Individually adaptive, CD-ROM/Internet-based products that offer explicit and systematic development of phonemic awareness, phonics, vocabulary, fluency, and comprehension, as well as building the critical cognitive skills of memory, attention, processing and sequencing that are necessary for learning and becoming an effective reader.
Results	Studies conducted by Scientific Learning and independently from 1996 – 1999 reveal that the four-to eight-week <i>Fast ForWord Language</i> product accelerated the progress of language acquisition by an average of one to two grade levels.
Impact on Instruction	Gains occur in a wide variety of student populations and ages, including English language learners, special education, academically at-risk, and students performing below their potential. Districts have discovered that providing this intervention product dramatically decreases the number of students with language and reading difficulties.
Impact on Organizational Staffing	Computer directed learning, which can be facilitated by paraprofessionals.
Impact on Schedule	50 minutes/day; five days/week for 9 to 12 weeks or an appropriate alternate protocol
Subject-Area Programs Provided by Developer	<i>Fast ForWord Bookshelf</i> <i>Fast ForWord Language Basics</i> <i>Fast ForWord Language-Elementary</i> <i>Fast ForWord Language-Middle & High School</i> <i>Fast ForWord Language to Reading</i> <i>Fast ForWord to Reading Prep</i> <i>Fast ForWord to Reading 1</i> <i>Fast ForWord to Reading 2</i> <i>Fast ForWord to Reading 3</i> <i>Fast ForWord to Reading 4</i> <i>Fast ForWord to Reading 5</i>
Students Served	515,000
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Parent Awareness Workshops and the ability to e-mail student reports to parents
Technology	The <i>Fast ForWord Gateway Edition</i> family of products runs on both Windows and Macintosh computers. It is also compatible with OSX 10.2 (Jaguar) and OSX 10.3 (Panther). A complete specifications list can be found on the web at http://www.scilearn.com/techspec .
Materials	Program CDs- Training books- Progress Tracker book- Program Manual- Best Practices- Quick Reference Guides

Origin/Scope: The *Fast ForWord* products are patented, individually adaptive, research-based products that build the foundational skills needed for learning and reading - phonological awareness, phonemic awareness, comprehension, fluency, vocabulary, listening accuracy, working memory, syntax, grammar, sequencing, and other critical skills.

The exercises in the *Fast ForWord* products offer learning conditions that include intense practice of specific skills, a participation protocol, reinforcement or reward for correct performance, and adaptivity to each participant's individual skill level. The exercises calibrate a 75-80 percent success rate for the student to reinforce motivation; as the student improves, the exercises automatically become more challenging. The product's ability to evaluate the student's progress and automatically increase or decrease the task difficulty creates a highly motivating learning opportunity.

General Description: By means of the research proven techniques of frequency and intensity, adaptivity, simultaneous development, and timely motivation, the *Fast ForWord* products develop the basic cognitive skills – memory, attention, processing, and sequencing . The *Fast ForWord* products develop these cognitive abilities in the context of oral language and reading skills such as phonemic awareness, phonics, vocabulary, fluency, comprehension, syntax, grammar, and morphology. The exercises of the *Fast ForWord* products are delivered via computer software designed to enhance a student's ability to process sounds, words, and sentences.

For more information, contact:

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E-mail: jkopcak@scilearn.com

Scholastic READ 180, Stage B

IN BRIEF

Developer	Scholastic Education Group, a division of Scholastic Inc.
Year Established	Scholastic Inc. was established in 1920. <i>READ 180</i> was developed in 1999.
# Schools Served	Approximately 5,000
Level	<i>READ 180</i> Stage B supports students in middle school, grades 6-8.
Primary Goal	The primary goal of <i>READ 180</i> is to increase the reading ability of students reading significantly below grade level.
Main Features	<p><i>READ 180</i> delivers reading achievement gains through four core instructional activities:</p> <ol style="list-style-type: none"> 1. <u>Individualized instructional software</u>: The <i>READ 180</i> software provides each student with customized reading instruction plus continuous assessment of his/her progress. The software has built-in supports, such as anchor videos, that build background knowledge for reading passages. 2. <u>Data-driven small-group instruction</u>: Comprehensive reports provide detailed and immediate feedback to identify students' needs and to inform small-group instruction. 3. <u>Direct instruction in whole or small groups</u>: <i>READ 180</i> provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, and text comprehension. 4. <u>Independent reading</u>. <i>READ 180</i> provides students with an independent reading library of high-interest and leveled paperbacks plus grade-level Audiobooks.
Results	Efficacy studies across different populations document the effectiveness of <i>READ 180</i> at raising student achievement. In particular, large-scale studies were conducted in the Los Angeles Unified School District, the Department of Defense Schools, and in four large, urban school districts in conjunction with the Council of Great City Schools. Copies of these studies are available from Virginia's Scholastic Territory Manager, Cindy Lawrence.
Impact on Instruction	The recommended instructional model for <i>READ 180</i> is 90 minutes per day.
Impact on Organizational Staffing	Scholastic recommends a dedicated <i>READ 180</i> teacher with a background in reading instruction and/or a commitment to ongoing professional learning.
Impact on Schedule	The recommended instructional model for <i>READ 180</i> is a daily 90-minute block of whole- and small-group instruction.
Subject-Area Programs Provided by Developer	Scholastic publishes supplemental reading and language arts materials, as well as intervention programs for struggling readers.
Students Served	There are approximately 500,000 students using <i>Scholastic READ 180</i> . The program serves any student who is reading below grade level and provides special support for English-language learners.
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	<p>The <i>READ 180</i> program promotes parental involvement in the following ways:</p> <ul style="list-style-type: none"> • <i>READ 180's</i> paperback books can be shared with parents at home. • Individual diagnostic reports generated by the <i>READ 180</i> software can be shared with parents during conference times. • A Parent Letter is generated by the software to provide parents with a record of student progress and suggestions about how parents can be supportive at home.
Technology	<p><i>READ 180</i> includes computer-adaptive instruction as part of its rotational model. A small group of students works with the software while others are being instructed by the teacher or reading independently. A typical <i>READ 180</i> classroom requires five student workstations for a class of 15 students. Every student participating in the program uses the software on a daily basis. The software:</p> <ul style="list-style-type: none"> • Provides customized reading instruction and practice that is individualized and adjusted based on continuous assessment and immediate feedback.

	<ul style="list-style-type: none"> • Offers Spanish-language support features. • Incorporates customizable options for students with visual and auditory difficulties. • Includes video segments that are closed-captioned. • Provides engaging, relevant, and age-appropriate leveled reading material in multi-cultural contexts. <p>Internet connectivity is required for teachers to participate in the online professional development course from <i>Scholastic Read</i>. Teachers also use the Internet to receive advice and support from an experienced <i>READ 180</i> teacher, as well as download resources such as lesson plans, graphic organizers, and professional articles.</p> <p>A complete list of hardware specifications can be downloaded at www.read180.com.</p>
Materials	<p>All the <i>READ 180</i> components work together following a proven instructional model to provide individually adjusted instruction for every student and support for every <i>READ 180</i> teacher.</p> <ul style="list-style-type: none"> • 60 perpetual student licenses • <i>Topic Software</i> for instructional reading • Instructional materials for teachers • <i>Audiobooks</i> for modeled reading • Leveled paperbacks for independent reading • <i>Scholastic Reading Inventory</i> for placement and ongoing assessment • Scholastic Management System • In-person training and professional development • Online professional development • Email support and advice from Scholastic

Origin/Scope

READ 180, Stage B for middle school students provides individualized and direct instruction for students reading as low as the first grade level and accelerates learning based on each student's progress.

General Description

READ 180, Stage B is a research-based, intensive reading intervention program designed to meet the needs of students in grades six through eight whose reading achievement is below the proficient level. *READ 180* effectively integrates technology to raise student achievement by delivering a systematic program of reading intervention that directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills.

READ 180 follows a 90-minute instructional model that research has shown is an effective way to structure a classroom for teaching and learning. This instructional model fosters daily student-teacher interaction through whole-group, small-group, and one-on-one instruction. The *READ 180* model follows a three-part plan on a daily basis:

1. Teacher-led whole-group literacy instruction
2. Three small-group rotations:
 - a. Teacher-led instruction targeted to specific needs
 - b. Independent reading with *Audiobooks* and paperbacks
 - c. Individual computer-adapted instruction using the *READ 180 Software*
3. Whole-class teacher-led discussion that may cover books, videos, progress, and program issues.

For more information, contact:

Name: Cindy Lawrence, *Scholastic Virginia Territory Manager*
 Address: Scholastic Regional Office • 2270 Springlake Road, Suite 600 • Farmers Branch, TX 75234
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 E-Mail: clawrence@scholastic.com Web site: www.scholastic.com/read180

Board of Education Agenda Item

Item: _____ J. _____

Date: _____ July 27, 2005 _____

Topic: Final Review of Eligibility Criteria for Cost-Saving and Service-Sharing Agreements Between School Divisions in the Commonwealth of Virginia

Presenter: Mr. Daniel S. Timberlake, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025

E-Mail Address: Daniel.Timberlake@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

_____ Board review required by

X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

X Action requested at this meeting _____ Action requested at future meeting:

Previous Review/Action:

_____ No previous board review/action

X Previous review/action

date June 22, 2005

action First Review

Background Information:

Effective July 1, 2005, section 22.1-98.2, *Code of Virginia*, provides additional state funding to school divisions serving fewer than 350 students in the prior school year if they enter into a cost-saving or service-sharing agreement with a contiguous school division that meets criteria established by the Board of Education. Section 22.1-98.2, *Code of Virginia*, authorizes the department to provide the additional state funding to the qualifying school division by calculating its basic aid entitlement using the lower composite index of the contiguous school division involved in the agreement.

This statute further requires the Governor to approve any payments made in accordance with these criteria before they are distributed to the qualifying school division.

Summary of Major Elements

Attachment A provides the eligibility criteria that are recommended for consideration by the Board of Education. In addition to the recommended criteria, Attachment A provides the procedures for reviewing and processing requests from eligible school divisions.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the criteria for cost-saving and service-sharing agreements between school divisions.

Impact on Resources:

Currently, only one school division (Highland County Public Schools) meets the enrollment requirement and is eligible for the increased state funding provided under this provision. The budget recently passed by the General Assembly and signed into law by Governor Warner (Chapter 951, 2005 Acts of Assembly) contains \$312,096 in additional basic aid funding in fiscal year 2006 to support this law.

Timetable for Further Review/Action:

The Governor must approve the adjustment to the state share for basic aid prior to the disbursement of funds. The Department of Education must annually report to the Chairmen of the House Appropriations and the Senate Finance Committees the cost savings arrangements made, and the adjusted state shares of basic aid approved by the Governor.

**Eligibility Criteria and Procedures for Supplemental Funding for
School Divisions in the Commonwealth of Virginia That
Enter Into Cost-Saving or Service-Sharing Agreements**

Purpose

Section 22.1-98.2, *Code of Virginia*, directs the Board of Education to develop eligibility criteria for cost-saving and service-sharing agreements for school divisions that enter into such agreements with contiguous school divisions. School divisions serving fewer than 350 students in the prior school year that enter into such an agreement with a contiguous school division are eligible to receive the state share for basic aid computed on the basis of the composite index of the contiguous school division, calculated annually, for 15 years.

The Governor must approve the adjustment to the state share for basic aid prior to the disbursement of funds. The Department of Education must annually report to the Chairmen of the House Appropriations and the Senate Finance Committees the cost saving arrangements made, and the adjusted state shares of basic aid approved by the Governor.

Definitions

Eligible school divisions: School divisions that served less than 350 students in the prior school year.

Cost-saving or service-sharing agreements: A formal agreement executed between the eligible school division and one or more contiguous school divisions. This agreement must be evidenced by a written document that bears the original signatures of the superintendents of the participating school divisions. The agreement must contain sufficient information to demonstrate how the agreement meets the eligibility criteria.

Additional State Share of Basic Aid: The difference between the Basic Aid entitlement the eligible school division would normally receive and that which it would receive using the lowest composite index of a contiguous school division participating in the agreement.

Eligibility Criteria

Agreements submitted by an eligible school division to the Department of Education must be made with a contiguous school division and must demonstrate how the agreement meets the following criteria:

- evidence of one or more shared services with another school division; or,
- evidence of the savings or cost increases avoided as a result of shared services or a cooperative agreement for purchasing or other administrative practice; or,
- evidence that a savings has been achieved by contracting services with another school division.

The agreement must include a statement of assurance that it complies with all federal, state, and local laws and regulations.

Examples of agreements that may meet these criteria include, but are not limited, to those that:

1. provide for the consolidation or sharing of specialized educational services or educational support services;
2. provide for the consolidation or sharing of specialized educational facilities in instructional areas such as career and technical education;
3. identify administrative or support services that are duplicative and establish a process for the consolidation or sharing of administrative or support services;
4. provide for joint professional development services;
5. provide for the consolidation or sharing of technology applications and support;
6. provide for the consolidation or sharing of operations and maintenance and custodial services;
7. provide for shared, bulk, or volume purchasing;
8. provide for privatization or outsourcing of support services with a contiguous school division.

Procedures

To be considered for adjusted Basic Aid funding under Section 22.1-98.2, *Code of Virginia*, a school division must submit to the Department of Education a cost or service-sharing plan with a contiguous division prior to September 1 of each fiscal year.

The content of the submitted cost or service-sharing plan must meet the above listed criteria.

Receipt of adjusted Basic Aid funding will begin after approval of the plan by the Department of Education and approval of the adjusted payment by the Governor of Virginia.

The additional Basic Aid payments will be computed for the eligible school division on the basis of full year funding using the lowest composite index of a contiguous school division participating in the agreement.

All payments of additional Basic Aid pursuant to these procedures are subject to appropriation of state funds for this purpose.

State funding of additional Basic Aid does not reduce the required local effort of the eligible school division.

References

- Section 22.1-98.2, *Code of Virginia*
- Chapter 951, 2005 Acts of Assembly

Board of Education Agenda Item

Item: K.

Date: July 27, 2005

Topic: First Review of Proposals Submitted Under the Public-Private Education Facilities and Infrastructure Act (PPEA) for the Consolidation of the Virginia Schools for the Deaf and the Blind (VSDB)

Presenter: Mr. Daniel S. Timberlake, Assistant Superintendent for Finance

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E-Mail Address: Daniel.Timberlake@doe.virginia.gov

Origin:

☐ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☐ Board of Education regulation

☒ Other: Appropriation Act, Chapter 951, 2005 Acts of Assembly

☒ Action requested at this meeting ☐ Action requested at future meeting:

Previous Review/Action:

☐ No previous board review/action

☒ Previous review/action

date April 20, 2005

action Report on the Requirements of the Appropriation Act

Background Information:

The 2005 General Assembly took action to continue the process for consolidating the two schools for the deaf and the blind into a single school at a single location. The actions taken in the 2005 Session followed actions taken in two previous sessions. The two previous actions by the General Assembly created a task force to study the issues related to the consolidation of the two schools and then to conduct a feasibility study.

The 2003 General Assembly charged the Board of Education with responsibility for forming and conducting the work of the task force and for reporting its findings to the 2004 General Assembly (see Attachment A). This task force, led by former Board of Education member Scott Goodman, submitted its findings to the 2004 General Assembly in a report titled, *Plan for Consolidating Services for the Deaf and/or Blind and Multi-Disabled Students Served by Virginia's Two Schools at Staunton and Hampton*.

Based on those findings, the 2004 General Assembly directed the Secretary of Education (et. al.) to conduct a feasibility study (see Attachment B). The results of that feasibility study were presented to the 2005 General Assembly and are the basis of the latest actions of the General Assembly taken at their 2005 session.

The latest action by the General Assembly follows the findings of the feasibility study and requires further action by the Board of Education to make decisions about the process for consolidation including site selection and the method for achieving the capital requirements necessary to consolidate the schools. The newest requirements placed on the Board of Education are described in language in the appropriation act, Chapter 951, 2005 Acts of Assembly. Specifically, this language states:

"D.1. In order to provide improved services through up-to-date facilities as well as to achieve long-term cost savings, notwithstanding other provisions of the Code of Virginia, the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-disabled at Hampton shall be consolidated into one school upon completion of any renovations, additions, or new facility construction at a site as determined by the State Board of Education with assistance from the Department of General Services.

2.a. The State Board of Education, assisted by the Department of General Services, shall consider, among other options, Public-Private Education Act (PPEA) proposals to plan and design the consolidation of the Virginia School for the Deaf and the Blind at Staunton and the Virginia School for the Deaf, Blind and Multi-disabled at Hampton into a single campus and the transfer of students, programs, and services to a single campus, the location of which shall be incorporated into a PPEA proposal or a conventional capital construction project proposal that will be accepted, reviewed and adopted by the State Board of Education no later than July 31, 2005.

b. In the event that the State Board of Education selects a PPEA proposal, the Department of General Services is authorized to enter into an agreement for construction of the new school at a total cost not to exceed \$61.5 million.

3. The Departments of Education and General Services shall provide an update on the final location selected by the State Board of Education and on the planning and construction process to the Governor and the Chairmen of the House Committees on Education and Appropriations and the Senate Committees on Finance and Education and Health by October 1, 2005. At a minimum, the report shall address:

a. Revised cost estimates and proposed timelines for construction of the new facility for consolidating services for the students served by Virginia's two schools at Staunton and Hampton;

b. In cooperation with the Department of Planning and Budget, revised projected operating budgets for fiscal years 2007 through 2010, including any one-time transition costs;

c. The status of proposed mechanisms to assist school divisions with programs for children transferring into local school divisions rather than continuing enrollment at the new school location;

d. Detailed cost estimates of possible program enhancements, including specialized technology, expanding services to include deaf children with emotional disabilities; and

e. Potential alternative uses of the existing campuses in Hampton and Staunton."

Summary of Major Elements

At the Board's planning session in April 2005, staff presented the requirements outlined in the appropriation act and outlined the process that the department would follow in order to position the Board with as much information as possible to make the decisions required by the appropriation act. The most immediate Board action stipulated in the appropriation act requires the Board to make decisions about the location of a consolidated school and whether or not to pursue a process for obtaining a single school through the Public-Private Education Facilities and Infrastructure Act (PPEA). If the Board wants to use the PPEA process, it should take certain actions prior to July 31, 2005; however, those specific actions are unclear since the actions outlined in the appropriation act language do not match actions required in a PPEA process.

In order to have the option to engage in the PPEA process, department staff have worked with the Department of General Services to solicit PPEA proposals for a consolidated school facility. As a result of these efforts, the following actions have taken place:

- a process and timeline was developed for interested parties to submit proposals under a PPEA solicitation;
- an advertisement announcing the anticipated solicitation of proposals under the PPEA appeared in the Washington Post, the Virginia Pilot, the Richmond-Times Dispatch, and the Roanoke Times on Sunday, May 1, 2005;
- a Request for Proposals (RFP) was issued to the public (with a closing date of June 15, 2005) on Friday, May 6, 2005, soliciting PPEA proposals including options for the location of a consolidated school;
- an optional pre-proposal conference was held on May 20, 2005, in the James Monroe Building in Richmond, Virginia;
- on May 23 and May 24, 2005, an optional tour was conducted at the sites of the existing schools in Hampton and Staunton for parties interested in responding with proposals that would be located at one of the existing school sites; and,
- finally, two proposals were received and during the month of June 2005, the Department of General Services coordinated the review of the PPEA proposals.

The Department of General Services will present the results of the review committee to the Board of Education for consideration at this meeting. They will also respond to any questions related to the PPEA process. Ultimately, if the Board decides to pursue a PPEA project, the Department of General Services will be the "responsible public entity" that will manage the remainder of the PPEA process, which will include: collection of budget estimates for selected site options, movement to the phase of developing detailed proposals for one or more sites, and finally, entering a comprehensive agreement with a selected vendor for the site selected by the Board of Education.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education take action on the PPEA proposals that were submitted. If the Board wants to continue the PPEA process with one or both of the proposals, an action to do so should be adopted at this meeting and the Board should direct the next steps of the process that it wants to occur and a timeline for completion. If the Board does not want to continue the PPEA process with either of these proposals as the means for consolidating the two schools, the Board should reject both proposals and direct department staff regarding the next steps that should be taken with respect to the process to consolidate the two schools.

Impact on Resources:

The impact on resources will depend upon the action chosen by the Board of Education. The General Assembly has authorized up to \$61.5 million for this project if the PPEA process is used.

Timetable for Further Review/Action:

The timetable for further action will depend upon the action chosen by the Board of Education at this meeting. The Department of Education and the Department of General Services must provide an update on the final location selected by the State Board of Education and on the planning and construction process to the Governor and the Chairmen of the House Committees on Education and Appropriations and the Senate Committees on Finance and Education and Health by October 1, 2005.

First Action by the General Assembly Regarding the Consolidation of the Virginia Schools for the Deaf and the Blind

First Appeared in Chapter 1042, 2003 Acts of Assembly Item 138, Appropriation Act

“S.1. The Board of Education shall convene a task force to develop a plan for consolidating services for the deaf and/or blind and multi-disabled students served by Virginia's two schools for these students. The task force shall include at least one member of the Board of Education; the Superintendent of Public Instruction; the Superintendent of the Virginia School for the Deaf and the Blind at Staunton; the Superintendent of the Virginia School for the Deaf, Blind and Multi-Disabled at Hampton; the co-chairmen of the Advisory Commission on the Virginia Schools for the Deaf and the Blind; one parent of a currently enrolled student from each of the schools; and one representative each from the Department for the Blind and Vision Impaired, the Department for the Deaf and Hard-of-Hearing, the Department of Rehabilitative Services, and the Department of Mental Health, Mental Retardation and Substance Abuse Services.

2. The plan shall include an examination of appropriate academic programs, staffing requirements, facilities requirements, student transportation requirements, and individual arrangements necessary for all students currently receiving services to continue receiving services. All options for serving students shall be considered. The plan shall also include the steps necessary to achieve consolidation, funding requirements and/or savings, alternative uses of facilities, and a suggested timeline for achieving consolidation.

3. All agencies of the Commonwealth shall provide assistance to the task force in its development of the plan, upon request. The task force shall submit its plan to the Governor and the Chairmen of the House Appropriations and Education, and the Senate Finance and Education and Health Committees by November 1, 2003.”

Second Action by the General Assembly Regarding the Consolidation of the Virginia Schools for the Deaf and the Blind

First Appeared in Chapter 4, 2004 Acts of Assembly, Special Session I Item 135, Appropriation Act

“F. Out of this appropriation, \$100,000 the first year from the general fund is provided for the following capital needs assessment and feasibility study. In the pre-planning phase for the consolidation at a single campus, the Secretaries of Education, Health and Human Resources, Administration, and Finance, together with the State Board of Education, the Department of Education, the two schools for the deaf, blind, and multi-disabled, the Woodrow Wilson Rehabilitation Center, the Department of General Services, and the Department of Planning and Budget shall complete a capital needs assessment and feasibility study for consolidating the State's two existing schools for the deaf, blind, and multi-disabled. The Secretaries of Education, Health and Human Resources, Administration, and Finance shall submit a joint report on the capital needs assessment and feasibility study to the Governor and the Chairmen of the House Committees on Appropriations and Education, and the Senate Committees on Finance and Education and Health by October 1, 2004. Building upon the work of the 2003 Consolidation Task Force, the report shall also include a suggested timeline of steps necessary to achieve a well-planned consolidation of the two existing schools at the new location no later than September 1, 2007, including the closing of the existing sites and disposition of the properties as well as a mechanism to assist the local school divisions with program development for those children who will not continue at the new school.”

Board of Education Agenda Item

Item: _____ L. _____

Date: _____ July 27, 2005 _____

Topic: Final Review of Proposed Board of Education Meeting Dates for the 2006 Calendar Year

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/225-2924

E-mail: Margaret.Roberts@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by
_____ State or federal law or regulation
_____ Board of Education regulation
X Other: Board of Education Bylaws

X Action requested at this meeting

_____ Action requested at future meeting

Previous Review/Action:

_____ No previous board review/action

X Previous review/action: First Review of Proposed Meeting Dates
date: June 22, 2005
action: Received proposed dates for consideration and final action at July 27, 2005, meeting

Background Information: Section 2 of Article Three of the Bylaws of the Board of Education states the following:

Section 2. Regular Meetings. Prior to and no later than the annual meeting (February), the Board shall adopt a tentative schedule for regular meetings for the applicable calendar year. Such schedule shall be subject to the change, alteration or adjustment by the President as he or she deems appropriate, to accommodate the operation of the Board as is necessary.

Summary of Major Elements: In recent years, the Board of Education has met monthly except for the months of August and December. The April meeting is typically a two- or three-day planning session. In addition to the regular, monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary.

The proposed meeting dates listed below take into consideration the religious and secular holidays celebrated on or around the proposed meeting dates. Unless otherwise announced by the President, all Board of Education meetings will be held in Richmond.

The proposed meeting dates for 2006 (also shown in Attachment A) are as follows:

Wednesday, January 11, 2006
Wednesday, February 15, 2006
Wednesday, March 22, 2006
Wednesday- Thursday, April 26-27, 2006
Wednesday, May 24, 2006
Wednesday, June 28, 2006
Wednesday, July 26, 2006
Wednesday, September 27, 2006
Wednesday, October 25, 2006
Wednesday, November 29, 2006

Superintendent's Recommendation: N/A

Impact on Resources: Funding to support the expenses related to the meetings of the Board of Education are provided from the Department of Education's general operating budget, which is appropriated by the General Assembly.

Timetable for Further Review/Action: Following final adoption, the meeting dates for 2006 will be disseminated to the public and to the media. The dates will also be posted on the Board of Education's Web page and on the public calendar for the Department of Education.

ATTACHMENT A:
BOARD OF EDUCATION
FINAL REVIEW OF PROPOSED MEETING DATES
2006 CALENDAR YEAR

Wednesday, January 11, 2006

Wednesday, February 15, 2006

Wednesday, March 22, 2006

Wednesday- Thursday, April 26-27, 2006

Wednesday, May 24, 2006

Wednesday, June 28, 2006

Wednesday, July 26, 2006

Wednesday, September 27, 2006

Wednesday, October 25, 2006

Wednesday, November 29, 2006

Board of Education Agenda Item

Item: _____ M. _____

Date: _____ July 27, 2005 _____

Topic: Report of Findings of the School-Level Academic Review Process for 2004-2005

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement

Telephone Number: 804-225-2865

E-Mail Address: Kathleen.Smith@doe.virginia.gov

Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by

☐ State or federal law or regulation

☐ Board of Education regulation

☐ Other: _____

☐ Action requested at this meeting ☐ Action requested at future meeting: _____
(date)

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action

date _____

action _____

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), 8 VAC 20-131-340.A., require any school rated as “accredited with warning” to undergo an academic review. It is the responsibility of the Department of Education to develop and administer the academic review process in accordance with guidelines adopted by the Board. The school-level academic review process for 2004-2005, approved by the Board, is included as Attachment A.

In 2004-2005, 255 schools were accredited with warning. Two divisions (Fairfax County and Waynesboro City) requested and received permission to conduct their own reviews for eight warned schools. A total of 33 warned schools in four divisions (Lee County, Sussex County, Petersburg City, and Richmond City) were provided technical assistance as a part of the division-level review process. Four schools accredited with warning employed turnaround specialists and were not subject to traditional reviews. One regional school

accredited with warning was changed from a school to a program. Fries Middle School in Grayson County was temporarily closed due to construction and a review could not be completed, leaving a total of 208 warned schools that received technical assistance through the school-level academic review process.

In 2004-2005 technical assistance provided by the school-level academic review process to warned schools was determined by a “tiered” approach as indicated in Attachment B. Tier I schools were provided more state-directed technical assistance than Tier II or Tier III schools. In 2004-2005, there were 63 Tier I reviews, 54 Tier II reviews, and 91 Tier III reviews.

Summary of Major Elements:

The Office of School Improvement (OSI) has analyzed data using information from the final reports and school staff evaluations. Data were used to identify specific indicators most often cited as needing improvement and essential actions most commonly cited by the academic review teams.

An analysis of data from academic reviews conducted during the past school year revealed the following areas of strength:

1. making curriculum resources and supplementary materials available for use by teachers;
2. providing opportunities for students to take tests that are similar in content and format to state assessments;
3. maintaining a safe and orderly environment for learning;
4. assessing student progress on a regular basis; and
5. allocating resources to extend learning time beyond the regular school day.

An analysis of data from academic reviews conducted during the past school year revealed the following areas for improvement:

Curriculum alignment and instructional delivery

1. differentiating instruction to meet the identified needs of individual students and groups of students;
2. providing students with learning experiences that engage them in active learning; and
3. using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.

Professional development opportunities provided to staff

1. designing an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school’s goals for improving student achievement;
2. monitoring the degree to which new practices are implemented and prescribed; and
3. providing opportunities for teachers to experiment, practice, and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.

Use of instructional time and school scheduling practices

1. organizing instruction and structuring lessons to maximize student time-on-task;
2. maintaining a high level of student engagement throughout the lesson; and
3. regularly monitoring the use of instructional time in classrooms.

Use of data to make instructional and planning decisions

1. using results of data analyses to design, monitor, and evaluate instructional programs, support services, and professional development activities;
2. analyzing data over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services; and
3. training staff in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.

School improvement is an ongoing process and the school-level academic review provides a synopsis of the school's strengths and weaknesses at one point in time. The follow-up technical assistance visits are critical to the school's continued improvement.

The SOA, 8 VAC 20-131-310, requires that schools accredited with warning submit a three-year school improvement plan; however, an on-site review has been completed in each school year for those schools that have been warned in consecutive years.

Schools accredited with warning in 2005-2006 that received an academic review in 2004-2005 will begin the 2005-2006 school-level academic review process with technical assistance through follow-up visits as indicated in Attachment A. Follow-up visits will monitor the implementation of the school improvement plan and monitor the essential actions provided by the academic review team.

Superintendent's Recommendation:

N/A

Impact on Resources:

None

Timetable for Further Review/Action:

None

**Report of Findings
of the School-Level Academic Review Process
for 2004-2005**

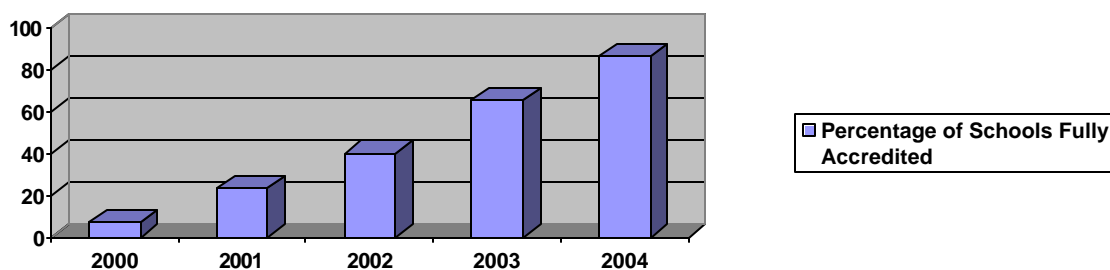
**Presented to the Virginia Board of Education
July 27, 2005**

Description of Warned Schools

In academic years ending in 2000 through 2003, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), 8 VAC 20-131-30, assigned the ratings of fully accredited, provisionally accredited/meets state standards, provisionally accredited/needs improvement, accredited with warning, or conditionally accredited. In the academic year ending in 2004, the ratings assigned to schools changed, including only the ratings of fully accredited, accredited with warning, or conditionally accredited.

The percentage of schools designated as fully accredited, as indicated in Figure 1, has changed from 7% of schools in 2000, 23% of schools in 2001, 40% of schools in 2002, 65% of schools in 2003, and 86% of schools in 2004. In academic years ending in 2000 through 2003, in addition to ratings of fully accredited or accredited with warning, schools could receive ratings of provisionally accredited/meets state standards and provisionally accredited/needs improvement depending on the schools' pass rates on Standards of Learning (SOL) assessments. However, in 2004, the SOA provided only the ratings of accredited with warning or fully accredited, moving the percentage of schools designated as accredited with warning from 3% in 2003 to 14% in 2004. (New schools are rated as conditionally accredited.)

Figure 1: Numbers of schools fully accredited from 2000 through 2004



In 2004-2005, 255 schools were accredited with warning. Two school divisions (Fairfax County and Waynesboro City) requested and received permission to conduct their own academic reviews for eight warned schools. A total of 33 warned schools in four school divisions (Lee County, Sussex County, Petersburg City, and Richmond City) were provided technical assistance as a part of the division-level review process. Four schools accredited with warning employed turnaround specialists and were not subject to traditional school-level academic reviews. One regional school accredited with warning was changed from a school to a program. Fries Middle School in Grayson County was temporarily closed due to construction and a review could not be completed, leaving a total of 208 warned schools that received technical assistance from the Office of School Improvement (OSI) through the school-level academic review process.

Of the 208 schools receiving reviews, 12 have been warned for at least four of the last five years. The locations and types of these schools are shown in Table 1. The OSI is assisting five of these schools in seeking alternative accreditation as provided by the SOA, 8 VAC 20-

131.280.D.

Table 1: Number and types of schools warned in at least four of the five past years

School Division	Total Number of Schools	Warned Schools Type			
		Elementary	Middle	High	Alternative
Accomack Co.	9	1			
Brunswick Co.	6	1			
Chesterfield Co.	58				1
Grayson Co.	10	1			
Greensville Co.	5				1
Henrico Co.	62				2
Chesapeake City	44	1			
Danville City	15	1			
Portsmouth City	21	1	1		
Roanoke City	31				1

School-Level Academic Review Process

During the on-site school-level academic review, the teams conducted interviews, analyzed self-studies, reviewed documents and observed classrooms to obtain data related to one or more of the following focus areas:

1. school improvement plan development and implementation;
2. curriculum alignment and instructional delivery;
3. use of data to make instructional and planning decisions;
4. use of instructional time and school scheduling practices;
5. professional development opportunities provided to staff;
6. implementation of instructional models/programs (for schools warned in English and/or mathematics);
7. systems and processes for implementing and monitoring the effectiveness of initiatives; and
8. school culture characteristics that support student achievement.

School-level academic review teams wrote a report of findings detailing areas of strength, areas for improvement, and essential actions each school must take as part of their school improvement plan. The length of time between the initial visit, in most cases January, and the final visit, in most cases late April or May, was approximately four months. As a part of the follow-up visits, schools were provided technical assistance to develop their school improvement plans, which were submitted to the department as required by the SOA, 8 VAC 20-131-310.

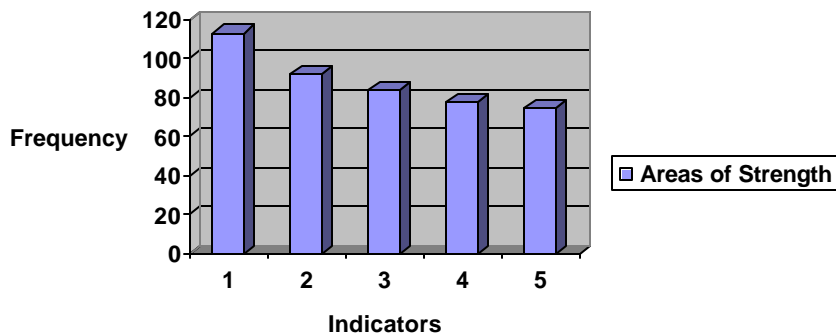
Analysis of Data from 2004-2005 School-Level Academic Reviews

Areas of Strengths Cited by the Review Team

In the 208 academic reviews completed, the five indicators cited most frequently as areas of strengths by the academic review team are shown in Figure 2. Numbers in parentheses designate the number of times the indicator was cited as an area of strength as follows:

1. making curriculum resources and supplementary materials available for use by teachers (113);
2. providing opportunities for students to take tests that are similar in content and format to state assessments (92);
3. maintaining a safe and orderly environment for learning (84);
4. assessing student progress on a regular basis (78); and
5. allocating resources to extend learning time beyond the regular school day (75).

Figure 2: Five indicators cited most frequently as areas of strength by school-level academic review team in 2004-2005

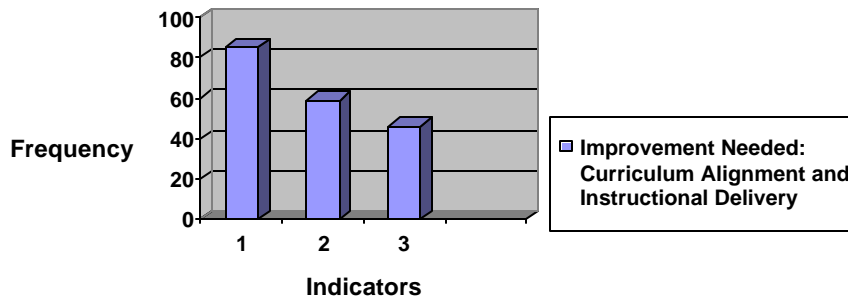


Areas for Improvement Cited by the Review Teams

Review teams cited areas related to curriculum alignment and instructional delivery as needing improvement as shown in Figure 3. Numbers in parentheses designate the number of times the three highest indicators were cited as follows:

1. differentiating instruction to meet the identified needs of individual students and groups of students (85);
2. providing students with learning experiences that engage them in active learning (59); and
3. using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students (46).

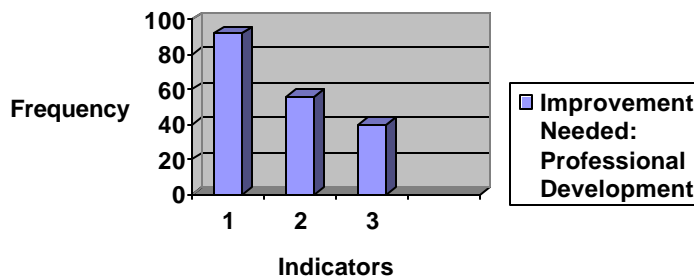
Figure 3: Areas cited for improvement related to curriculum alignment and instructional delivery



Review teams cited areas related to professional development opportunities for staff as needing improvement as shown in Figure 4. Numbers in parentheses designate the number of times the three highest indicators were cited as follows:

1. designing an on-going, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement (92);
2. monitoring the degree to which new practices are implemented and prescribed (56); and
3. providing opportunities for teachers to experiment, practice, and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices (40).

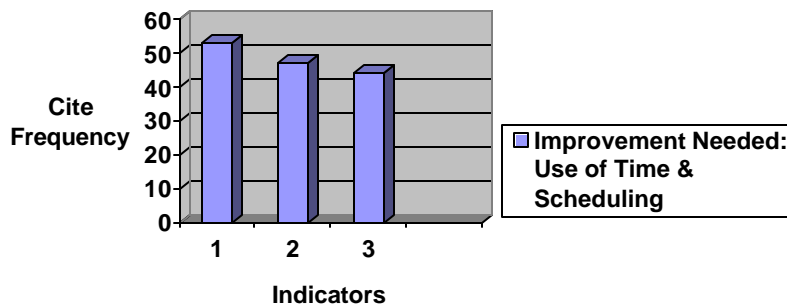
Figure 4: Areas cited for improvement related to professional development



Review teams cited areas related to the use of instructional time and school scheduling practices as needing improvement as shown in Figure 5. Numbers in parentheses designate the number of times the three highest indicators were cited as follows:

1. organizing instruction and structuring lessons to maximize student time on task (53);
2. maintaining a high level of student engagement throughout the lesson (47); and
3. regularly monitoring the use of instructional time in classrooms (44).

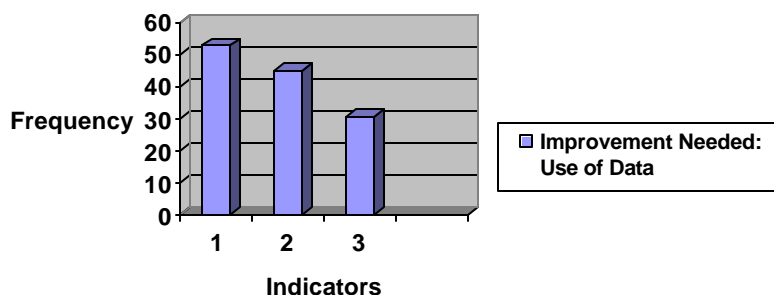
Figure 5: Areas cited for improvement related to the use of time and scheduling



Review teams cited areas related to the use of data to make instructional and planning decisions as needing improvement as shown in Figure 6. Numbers in parentheses designate the number of times the three highest indicators were cited as follows:

1. using results of data analyses to design, monitor, and evaluate instructional programs, support services, and professional development activities (53);
2. analyzing data over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services (45); and
3. training staff in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time (31).

Figure 6: Areas cited for improvement related to the use of data for making decisions



Essential Actions Indicated by the Review Teams

Review team members provided school improvement teams with essential actions that should be included in the school improvement plan and monitored over the next three years as required by the SOA, 8 VAC 20-131-310. These actions included, but were not limited to:

1. requiring teachers to employ a variety of instructional strategies;

2. having the instructional leadership continuously monitor classroom instruction and provide teachers on-going feedback;
3. incorporating a variety of research-based, effective teaching methods into classroom instruction;
4. isolating student performance data that would be used to identify effective improvement plan strategy executing and timelines for doing so;
5. collecting and analyzing data related to the implementation of the instructional method/model to determine if the model components are being implemented as intended and to determine if the model is yielding anticipated outcomes; and
6. analyzing actual instructional time used during the school day to determine where additional time might be reallocated from time taken for non-instructional issues.

Summary

School improvement is an ongoing process and the school-level academic review provides a synopsis of the school's strengths and weaknesses at one point in time. The follow-up technical assistance visits are critical to the school's continued improvement.

The SOA, 8 VAC 20-131-310, requires that schools accredited with warning submit a three-year school improvement plan; however, an on-site review has been completed in each school year for those schools that have been warned in consecutive years.

Schools accredited with warning in 2005-2006 that received an academic review in 2004-2005 will begin the 2005-2006 school-level academic review process with technical assistance through follow-up visits as indicated in Attachment A. Follow-up visits will monitor the implementation of the school improvement plan and monitor the essential actions provided by the academic review team.

OVERVIEW OF THE SCHOOL-LEVEL ACADEMIC REVIEW PROCESS

The School-Level Academic Review process consists of four types of visits conducted by a team of educators over the course of a school year. These visits are briefly described in the table below:

Type of Visit	Purpose	Projected Timeframe	Persons Responsible
Initial Visit	<ul style="list-style-type: none"> ➤ Determine current status of improvement efforts ➤ “Prescribe” on-site review 	1 day, fall	Lead Reviewers
On-site Review	<ul style="list-style-type: none"> ➤ Assess instructional and organizational practices, through document review, observations and interviews ➤ Identify areas of strength and areas for improvement ➤ Establish “essential actions” and timelines for continued improvement 	3-5 days, late fall—winter	Academic Review Team
Follow-Up Visits	<ul style="list-style-type: none"> ➤ <i>Technical Assistance</i> <ul style="list-style-type: none"> o Facilitate incorporation of “essential actions” into school improvement plan o Facilitate and support implementation of “essential actions” 	2-8 days total, winter--spring	Coordinated by Lead Reviewer(s); (Technical assistance providers may vary)
	<ul style="list-style-type: none"> ➤ <i>Progress Check</i> <ul style="list-style-type: none"> o Determine progress of school in implementing “essential actions” 	Periodic, 1-day, about every 4-6 wks	Lead Reviewer(s)
Final Visit	<ul style="list-style-type: none"> ➤ Identify significant changes in practice and recognize accomplishments ➤ Assess status of school improvement planning efforts ➤ Suggest “next steps” for continued improvement 	1 day, spring	Lead Reviewer(s)

Following the On-Site Review and Final Visits, school and division personnel are asked to complete evaluations of the academic review process. These data are compiled by the office of accreditation and used to monitor and refine the review process to ensure that the needs of schools are being met.

Table 1: Description of School-Level Academic Review Tiers Beginning with the 2004-2005 School Year

Tier	Characteristics of Schools Warned in the Current Year (beginning 2004-2005)*	Academic Review Team Members provided by DOE	Academic Review Team Members provided by Division (certified in the process)	Three year School Improvement Plans and annual status report	Instructional Model Program in English and/or Mathematics
Tier I: State Directed (current model)	<p>Any school warned in the same content area in either of the past two years</p> <p>OR</p> <p>Any school warned in 3 or more content areas</p> <p>OR</p> <p>Title I school warned in English and/or mathematics that DID NOT meet requirements in the content area(s) to make AMO in all students subgroup under NCLB</p>	<p>Follows current process:</p> <ul style="list-style-type: none"> Team Leader Content –area specialist(s) (DOE or vendor) Special education team member (T/TAC) Team members 	None	Follows requirements of 8 VAC 20-131-310 F.	Follows requirements of 8 VAC 20-131-310 B.C.D.E.
Tier II: Local Assistance	<p>Title I school warned in English and/or mathematics that DID meet requirements in the content area(s) to make AMO under NCLB</p> <p>OR</p> <p>Non-Title I school warned in English and/or mathematics that DID NOT meet requirements in the content area(s) to make AMO in all students subgroup OR</p> <p>Any school warned in science and/or history social sciences with a pass rate more than 14 points lower than that required for full accreditation</p>	<ul style="list-style-type: none"> Team Leader Content Specialist(s) (DOE or independent contractor) Special education team member (T/TAC) 	<ul style="list-style-type: none"> Team members 	<p>Division superintendent certifies that SIP meets requirements of 8 VAC 20-131-310 G.</p> <p>AND</p> <p>Division staff monitors plan development, implementation, and results.</p>	Division superintendent may request a waiver under 8 VAC 20-131-330
Tier III: Locally Directed	<p>Non-Title I school warned in English and/or mathematics that DID meet requirements in the content area(s) to make AMO in all students subgroup OR</p> <p>Any school warned in science and/or history social sciences with pass rate within 14 points of that required for full accreditation</p>	<ul style="list-style-type: none"> Team Leader 	<ul style="list-style-type: none"> Content specialist(s) Team members 	<p>Division superintendent certifies that SIP meets requirements of 8 VAC 20-131-310 G.</p> <p>AND</p> <p>Division staff monitors plan development, implementation, and results.</p>	Division superintendent may request a waiver under 8 VAC 20-131-330

Board of Education Agenda Item

Item: _____ N. _____

Date: _____ July 27, 2005 _____

Topic: Report on the No Child Left Behind Act Cost Study Methodology (HB 2602 and SB 1136, 2005
General Assembly)

Presenters: Ms. Michelle Vucci, Director of Policy
Dr. Robert Palaich, Vice President, Augenblick, Palaich and Associates, Inc.

Telephone Number: 804-371-0558 E-Mail Address: Michelle.Vucci@doe.virginia.gov

Origin:

☒ Topic presented for information only (no board action required)

☐ Board review required by
☐ State or federal law or regulation
☐ Board of Education regulation
☐ Other: _____

☐ Action requested at this meeting

☒ Action requested at future meeting: First review of the NCLB cost study - September 21, 2005

Previous Review/Action:

☒ No previous board review/action

☐ Previous review/action
date _____
action _____

Background Information: In the spring of 2004, the department joined a consortium of state departments of education sponsored by the Council of Chief State School Officers (CCSSO). This consortium was formed to develop a coordinated approach for analyzing the costs of the federal No Child Left Behind Act (NCLB). CCSSO is a nationwide, nonprofit organization composed of the officials who head each state's department of elementary and secondary education. CCSSO helps establish partnerships among member states to facilitate the study of educational issues.

The cost consortium was formed to pool resources in order to estimate the cost of implementing the requirements of NCLB. The CCSSO contracted with Augenblick, Palaich, and Associates, Inc. (APA) to develop a model framework that states could use to determine the activities required to implement NCLB and

their associated costs. In addition to the benefits of a process developed in collaboration with other states, the use of a third party brings independent objectivity to the process.

The 2005 General Assembly passed two pieces of legislation, Senate Bill 1136 and House Bill 2602, requiring the state Board of Education to provide a report, by October 1 of this year, regarding the fiscal implications of NCLB. Specifically, the second enactment clauses within these pieces of legislation read as follows:

“2. That the Board of Education shall examine the fiscal and other implications for the Commonwealth and its local governments in the event that Virginia continues its compliance with, or withdraws from participation in, the federal No Child Left Behind Act. The Board shall convey its findings from such examination to the House Committees on Education and Appropriations and the Senate Committees on Education and Health and Finance no later than October 1, 2005. “

Data collection related to the study of the fiscal implications of NCLB is currently underway at both the state and local levels. The report provided to you today is intended to summarize the methodology used to collect and analyze these data.

Summary of Major Elements: The costs structure developed by CCSSO and APA is made up of the following seven components:

- Standards and Assessment
- Accountability
- Technical Assistance
- School Choice and Supplemental Services
- High-Quality Educators
- NCLB Data Management; and
- NCLB Titles

Components are further divided into areas and areas are divided into tasks. States participating in the cost consortium are charged with identifying activities specific to each task. The activities developed by the department were provided to the General Assembly in December of 2004 and have been structured around Virginia’s statewide system of accountability and support, consistent with the requirements of NCLB. Once activity development was completed, the department began moving forward with assigning costs to the components, areas, tasks, and activities at the state level.

While state data are being collected and analyzed, cost estimates for Virginia’s school divisions must also be developed. In order to undertake this effort in an approach consistent with the CCSSO/APA framework, the department has contracted with APA to coordinate the cost study at the local school district level. The methodology for the local cost study uses a representative sampling of school districts, all of which are “self-selected”. The following school divisions are participating in the local cost study:

Region I – Henrico County;
Region II – Norfolk City;
Region III - Fredericksburg City;
Region IV – Fairfax County;
Region V – Albemarle County;
Region VI – Roanoke County;
Regional VII – Washington County; and
Region VIII – Halifax County.

The data collected for each of these school divisions will be used to generate a statewide cost per pupil that will be used to extrapolate the costs of NCLB for all Virginia school divisions.

Superintendent's Recommendation: N/A

Impact on Resources: The “costing-out” of the fiscal implications of NCLB is a significant undertaking at both the state and local level. Department staff as well as the staff of the eight representative divisions have spent and will continue to spend considerable time analyzing data and identifying significant fiscal and policy issues surrounding NCLB. The department is deeply appreciative of the efforts undertaken at the local level regarding participation in this study.

Timetable for Further Review/Action: At this time, analyses of the cost data collected at both the state and local level is underway. A full report of these data will be provided to the Board at its September meeting for review and approval. Once approved, this report will be submitted to the General Assembly.

Board of Education Agenda Item

Item: _____ O. _____

Date: _____ July 27, 2005 _____

Topic: Report from the Board of Education's Charter School Application Review Committee on a Proposed Public Charter School Application

Presenter: Mrs. Eleanor Saslaw, Board of Education Member and Chair of the Charter School Application Review Committee

Origin:

_____ Topic presented for information only (no board action required)

X Board review required by

X State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting _____ Action requested at future meeting: _____

Previous Review/Action:

X No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information: Section 22.1-212.9 of the *Code of Virginia* provides that a public charter school applicant may submit its proposed charter application to the Board of Education for review and comment. The law stipulates that the board shall examine the application for feasibility, curriculum, and financial soundness. At its July 21, 2004, meeting, the Board of Education adopted a process and approved criteria for examining charter school applications. As part of the process, a committee was established to evaluate applications based on the established criteria. The committee is required to submit a report to the Board of Education.

Summary of Major Elements: The Community Public Charter School in Charlottesville, Virginia, submitted a charter school application to the Board of Education for review. Mrs. Eleanor Saslaw will give an oral presentation summarizing the report prepared by the committee. The committee reviewed the application based on the criteria established by the board and stipulated in the law. Attachment A contains the summary report prepared by the committee.

Superintendent's Recommendation: N/A

Impact on Resources: There is a minimum impact on resources. The agency's existing resources can absorb costs at this time.

Timetable for Further Review/Action: Following the Board of Education's receipt of the summary report, a full report will be transmitted to The Community Public Charter School.

**Virginia Board of Education's
Charter School Application Review Committee**

**Summary Report for Application Submitted by
The Community Public Charter School
Charlottesville, Virginia**

July 27, 2005

The Charter School Application Review Committee met to examine the public charter school application submitted by The Community Public Charter School in Charlottesville, Virginia. The committee reviewed the application for the following criteria established by the Board of Education and stipulated in the *Code of Virginia*: 1) feasibility, 2) curriculum, and 3) financial soundness. A summary report of the committee's findings is submitted below.

Area 1: Feasibility

Under the area of feasibility, the applicant addressed the four required topics. These topics were: 1) mission statement; 2) goals and educational objectives that meet or exceed the Standards of Learning; 3) evidence of support from parents, teachers, pupils, and residents of the school division in support of the formation of the charter school; and 4) statement of need. The committee made suggestions for the applicant in each of these areas.

Area 2: Curriculum

Under the area of curriculum, the applicant addressed the four required topics. These topics were: 1) the public charter school's educational program; 2) pupil performance standards; 3) pupil evaluation including assessments, timeline, and corrective action; and 4) a timeline for the achievement of the stated standards and goals and a procedure for corrective action if student performance falls below the stated standards and goals. The committee made suggestions for the applicant in each of these areas.

Area 3: Financial Soundness

Under the area of financial soundness, the applicant addressed the one required topic: a financial plan that included evidence of economical soundness, a proposed budget, and an annual audit. The committee made suggestions for the applicant in this area.